

Comprehensive School Safety Plan SB 187 Compliance Document

2018-2019 School Year

School: Cajon Park School
CDS Code: 37 68361 6040349
District: Santee School District
Address: 10300 Magnolia Ave.
 Santee, CA 92071-1704
Date of Adoption: December 2018

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at <http://www.santeesd.net/domain/81>.

Safety Plan Vision

Cajon Park School inspires meaningful learning through creativity, collaboration, and critical thinking to prepare learners for an ever-changing world. This means our students, parents and staff are committed to providing the foundation necessary for our students to achieve in higher learning opportunities. We provide a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive an individualized educational experience that is standards-based, includes challenging curriculum and rigorous activities provided by dedicated, professional staff. Although we are not a GATE school, several of our teachers are GATE certified and provide differentiated instruction to our students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Cajon Park School's students, and we welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

At Cajon Park School it is our mission to provide students an instructional program and a learning environment which will promote: Mastery of grade level standards; Effective interpersonal and communication skills; Creativity and an appreciation for the arts; Responsibility and self-discipline; Knowledge of physical and emotional well-being; Technological literacy, while being prepared to attend college or other higher learning institution later in life.

VISION STATEMENT

Cajon Park School's Safe School Vision

1. Cajon Park School will provide a safe, orderly, and secure environment conducive to learning.
2. Cajon Park School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Cajon Park School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Cajon Park School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Cajon Park School will follow the established PBIS core values of P.R.O.U.D We are Prepared, We are Respectful, We take Ownership, We are Unified, and We are Disciplined. We are Falcon PROUD.
6. Cajon Park School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.

Components of the Comprehensive School Safety Plan (EC 32281)

Cajon Park School Safety Committee

Tim Dobbins
Principal/Incident Commander

Angelo Benedetto
Vice Principal./Operations Chief

Lindsay Ogden
Dean of Students

Bruce Jennings
Teacher

Lori Petchauer
Teacher

Stacy Roberts
Teacher

Cheryl Chavez
Health Clerk, Classified Rep.

Tessa Borgerding
Secretary, Classified Rep.

Jesus Caravantes
Custodian, Classified Rep.

Heathery Bury-Charpentier
Parent Rep.

ASB President
Student Rep.

Assessment of School Safety

School Crime Status and Reporting

The school campus is meticulously maintained, by a custodial staff of four and all staff members and students take pride in their clean, hazard free campus. Staff members are well trained to report potential safety hazards immediately. Reported incidents of vandalism have decreased in recent years. In rare cases of vandalism, the custodian follows a procedure for reporting to school personnel and makes every effort to repair the damage prior to the arrival of students.

Safe routes on which students travel to and from school have been identified. There are two intersections in which students encounter moderate traffic in crossing the street. In cooperation with the San Diego County Sheriff's Department-Santee Division, fifth and sixth grade students are trained to serve as crossing guards before and after school to help direct traffic and provide safe crossing for the students. A staff member serves as an advisor to the student patrol organization and works closely with school staff to identify problems and find solutions. Parents are also vigilant about notifying the school when they have concerns regarding the safety of the students.

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

Personal Characteristics of Pupil & Staff

Cajon Park School has an enrollment of 846 general education students and 154 special education students for a total of 1000 transitional kindergarten through eighth grade students. The ethnic makeup of the pupil population is 22.4% Hispanic, 1.1% African American, 64.1% Caucasian, Pacific Islander <1%, Filipino <1%, Asian 1.3% and 7.7% other. Our students have a variety of life experiences. Some have recently arrived from out-of-state and out-of-country while others have never left their neighborhood.

The faculty is composed of 40 general education teachers and two specialized academic instructors. The school has one principal, one vice principal, one administrative intern, one intervention resource teacher, two full time speech/language pathologists, one full time psychologist, a full time counselor and two half-time itinerant bilingual assistants. The special day classes all have a credentialed teacher and instructional assistants. and one three-hour instructional assistant who work within the school program in direct service to students. Additional staff includes one secretary, one school attendance clerk, one health clerk, one media clerk, five campus lunch supervisors and a custodial staff of three.

A Student Success Team (SST) meets regularly and teachers are encouraged to bring any student before the team who is experiencing difficulty in the areas of attendance, behavior, or academics who has not been successful after intensive Response to Instruction (RTI) interventions. The SST team includes the classroom teacher, the speech/language specialist, a specialized academic instructor, the school psychologist, parents of the child, the principal, and in some incidents, the school counselor. The principal chairs the team.

Curriculum and Educational Activities

The course of study includes the basic core curriculum, physical education and enrichment classes in junior high such as Exploring Spanish, robotics, video journalism, and language arts enrichment.

PHYSICAL ENVIRONMENT

The Schools' Location and Physical Environment

Cajon Park School is one of nine elementary schools in the Santee School District serving a population, which ranges from kindergarten through eighth grade and who are served by a dedicated staff. The district is located in the eastern portion of San Diego County, approximately 20 miles inland. Cajon Park School serves many second and third generation students, and is truly a neighborhood school, surrounded by single family dwellings, apartments, and condominiums. The majority of our parents work in the San Diego area. Many are service or government employed. Economic indicators suggest that Cajon Park is a typical middle class community. Description of School Ground

The school has 45 classrooms available which include a intervention centers, resource classrooms, Arts Attack room, TK, and robotics lab to accommodate the our school population. Our fully equipped library and media center serve all of the students at Cajon Park School. A before and after day care program, Project S.A.F.E., is also housed in a re-locatable building on the school campus. There are three playgrounds; one for kindergarten students, one for students in grades 1-3 and the lower field is for students in grades 4-8. There is grass and asphalt and includes basketball and volleyball courts, baseball diamonds and a track in the lower field. Other ancillary structures include: office, cafeteria, restrooms, and multi-purpose room.

A fence surrounds the perimeter of the school building, and the gates are locked when school is not in session. Signs are posted at the front entrance to the building, asking visitors to check in at the office before going onto the campus. All visitors to the campus are given a visitor's badge to wear while they are on the school campus. Campus supervision is provided by administrators and staff members. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. Staff members are encouraged to inquire when unfamiliar faces are seen on campus. Both staff and parents comment on the positive changes that are ongoing in our school.

It is standard practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

Maintenance of School Buildings/Classrooms

The school's physical facility is well maintained and generally looks neat and clean. The school is one of nine schools in the district and was in phase 1 of the modernization project. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety.

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

Internal Security and Discipline Procedures

Cajon Park School, in accordance to district guidelines, has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures.

Reportable crimes at Cajon Park were minimal in the 2017-2018 school year which required constant vigilance and supervision.

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

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately upon entering any school building or grounds when school is in session. All District employees wear appropriate identification badges while on campus conducting business. Guest teachers and student teachers are given staff identification badges.

Cajon Park School's discipline policy is designed to guarantee the safety and well-being of the total school community. Emphasis is placed on student self-responsibility, self-respect, positive learning attitudes, and school pride. Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. We encourage parents to become actively involved in their children's education.

RESPONSIBILITIES OF THE TEACHERS AND SUPPORT STAFF:

Teachers and support staff contribute to a positive school environment in the following ways:

- Establishing an atmosphere of proper behavior in the classroom and setting course guidelines, which will give every student full opportunity to pursue their studies without disruption.
- Communicating with students and parents regarding behavior problems and proposed solutions.
- Reporting promptly any continuing student behavior (good or bad) to appropriate site personnel.
- Enforcing consistent and fair district and school regulations regarding discipline.
- Setting an example of behavior expected from students.

RESPONSIBILITIES OF SCHOOL ADMINISTRATION:

In order to maintain a well-organized and orderly school, Cajon Park School administrators have the following responsibilities:

- Establishing school rules and regulations in cooperation with staff, parents, and students that will ensure an educational program free from disruptions.
- Communicating the agreed upon school rules, regulations, and district policies regarding student conduct with staff, parents, and students.
- Modeling behavior expected from teachers, students, and support personnel.
- Consistently and fairly enforcing school rules, regulations, and district policies regarding student conduct.
- Assisting staff, parents, and students in early identification of behavior problems and seeking solutions to those problems.

RESPONSIBILITIES OF PARENTS:

Parents contribute to a positive school environment in the following ways:

- Reviewing district policy and school discipline rules and regulations with family members to ensure that all understand the standards of conduct expected by school authorities.
- Assisting school personnel in changing unacceptable behaviors of their children and being available to school personnel during the day by maintaining current phone numbers (home and emergency) at school.
- Cooperating with school officials in determining and carrying out appropriate discipline penalties when such action is necessary.
- When necessary, seeking the advice and guidance of district personnel and/or appropriate community agencies for assistance in correcting misbehavior of the student.

The staff at Cajon Park School believes that in order for students to develop and maintain a positive self-image and behave in a productive manner, it is necessary to have a classroom management plan which emphasizes the positive, recognizes and rewards responsible actions, and stresses student decision making. The following creed was developed with input from staff, students, and parents.

The staff at Cajon Park has adopted PBIS (Positive Behavioral Interventions and Supports) system for our school-wide behavioral expectations. Behavioral Expectations assemblies led by the Vice Principal, classroom rules set up by the teachers, and behavioral supports by all staff are set up to support Cajon Park's P.R.O.U.D. expectations. (Prepared, Respect, Ownership, Unified, and Discipline) Students are explicitly taught what each character trait looks like in all areas of campus and throughout their days. When students are not meeting expectations, steps are taken to reteach and redirect so that our students learn to be P.R.O.U.D.

Our Social/Emotion Leadership Committee meets throughout the school year to plan character education focus, identify areas of need, and plan site-based professional development. The focus for the 2018-19 school year is to implement a character focus that teaches students the expected behaviors and how to act in the various school settings.

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

Pupils may be suspended, transferred to another school, or recommended for expulsion or for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of Cajon Park School.

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

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

If appropriate, additional internal security procedures affecting the integrity of the school facility include: security system operational during non-school hours and class rooms equipped with telephone intercoms. Administration and office staff carry walkie-talkies at all times.

Community involvement is encouraged to help increase school safety.

Inventory System – Engraved ID, Security Storage

Most school-site equipment has an ID tag or a bar code sticker adhered to its surface. These items are inventoried and there is an established accountability system. Office and classroom supplies are secured.

A. Areas of Pride

Parents and visitors recognize and commend the students and staff at Cajon Park School for the following conditions and programs that positively affect the school's social environment:

- Classroom environments that focus on learning and positive interactions between teachers and students.
- Monthly drills practicing procedures for safety during earthquakes, lockdown, and fire.
- Commitment of all teachers and administration to ongoing communication with parents.
- Shared leadership between staff, parents, students, and community members.
- A well organized ASB which is utilized to carry out schoolwide programs.
- Cross-Age Tutors – Middle School
- Well-written and clearly communicated school wide discipline policy with an emphasis on student self-responsibility, self-respect, positive learning attitudes, and school pride.
- Regularly scheduled activities and programs to reward appropriate behavior and high academic achievement.
- School Site Council that is actively involved in decision making at the school.
- Teacher-led PROUD lessons in classrooms K-6.

B. Desired Improvements

Desired Change: By the end of the 2018-2019 school year, there will be an increased amount of knowledge and practice of safety procedures by 50% through participation in school drills, training, staff visible duty stations at arrival and dismissal and heightened security.

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

- SAFETY STRATEGIES

Introduction

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

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

SCHOOL SAFETY STRATEGY #1:

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

Preventing and Intervening: Pupil Aggressive Behavior

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

Staff members at Cajon Park use a comprehensive approach to school violence prevention and bullying prevention. Pupils are identified using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Investigation and appropriate disciplinary actions occur whenever violence or bullying behaviors are reported. Students involved are closely monitored. Aggressors receive appropriate discipline up to and including suspension/expulsion. Victims are supported and monitored to ensure their environment remains safe. Staff members continue to receive formal and informal professional development on dealing with violence and bullying type behaviors.

In addition, Cajon Park staff will present information to students that covers anti-harassment and anti-bullying procedures, consequences, and expectations. For students in grades four through eight, classroom presentations are provided each September that discusses sexual harassment and the zero tolerance policy. School administration will also cover the topics of types of harassment during grade level assemblies. Harassment types may include: verbal harassment, written harassment, harassment through gestures, harassment through technology: email, texting, online postings, and harassment through physical touch. In addition, an explanation of bullying will be provided to students as well as resources provided to report a problem.

During grade level assemblies for students in grades four through eight, administration will offer ways to report bullying as well as steps to take to prevent the continuation. Strategies include:

- Discussing a problem with an adult
- Writing a description of the problem and submitting it to a staff member
- Emailing or calling school staff to report a problem
- Submitting an anonymous note to report a problem
- Submitting an online report
- Calling the bullying hotline

In addition, students learn strategies such as give and take note of warnings:

- Saying words like: 'stop', 'quit it', or 'knock it off'
- When you hear a fellow student say these words, it is a warning that they are being bothered
- Report problems to the nearest staff member: if they are on the playground= aide or duty teacher, if in the classroom= teacher, if in the library= report to media staff member, etc.

Prevention Programs

Several programs support positive decision-making, thus preventing poor behavior and deterring continued misbehavior. Some items are annual while others are interchangeable and flexible as it does not require these specifically-named programs, but action or lessons addressing positive-decision-making as a whole. Examples include programs such as 'Second Step' and 'Character Counts' which allows teachers to address desired behavior or problem-solving through lessons. Also, Cajon Park School has invested in assemblies that address problem-solving methods and decision-making. Camfel Productions (grades 5-8 annually) and Drumming Up Peace (K-3 bi-annually) have been used to inspire positive thinking in assemblies. In addition, teachers present specific lessons about cyber-ethics, cyber-bullying, and acceptable use policy of electronic devices in classrooms where online resources are used. These programs and assemblies are examples of the positive communication needed or used to support students making the best decisions throughout the day.

Mental Health Programs

A school counselor is assigned to Cajon Park. District programs, contributing to mental health goals, include Project Alert in seventh and eighth grade which teaches alcohol, tobacco, and other drugs prevention. The staff of Cajon Park School shall identify students in need and bring forth the student and the family to the school's Student Assistance Team. The staff of Cajon Park shall implement the Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidents of possible suicide, school/district psychologist or police crisis response units shall be contacted.

Professional Development

The Santee School District provides professional development for teachers, parents, and community members. The goals of such programs are to help others establish and nurture a healthy sense of self-confidence and self-control, to develop personal and social responsibility, and to enhance academic success.

Student Recognition Programs

Cajon Park School offers several recognition and award programs.

- Character Counts for intermediate and junior high students each trimester.
- Classroom incentives/programs/activities will be determined by students and teachers in each class to recognize student academic achievement and social success.
- Honor Roll will recognize students in grades 4-8 who have reached a 3.5 or higher on their trimester report card.
- Student of the Month Assemblies will recognize outstanding students for positive behavior, outstanding academic effort, character traits, or significant improvement.
- Special field trips/activities for junior high students who achieve Outstanding Student status (3.5 or higher and have no D's, F's on their report card), students who have reached 3 steps or fewer between each activity, or trimester recognition for students who have earned zero steps.
- Perfect Attendance incentives for students that maintain monthly and trimester perfect attendance.

SCHOOL SAFETY STRATEGY #2:

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

Nondiscrimination and Fair Treatment of Pupils

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

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

- Shall be treated with dignity, respect, and fairness;
- Shall encourage and maintain high expectations;
- Shall model and appreciation for socio-economic, cultural, ethnic, gender and religious diversity and
- Shall contribute to an environment of mutual respect, caring, and cooperation.

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

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

Discipline Policy and Code

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

Cajon Park School uses both classroom and schoolwide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils. Cajon Park School has developed plans to promote positive behaviors on the playground, in the lunchroom, hallways, and assembly areas.

For middle school, inappropriate choices will result in the implementation of a step discipline plan. Opportunities exist for each student to improve and succeed at each level of discipline. Steps in the discipline plan include the following:

- Step 1 = warning
- Step 2 = warning/classroom intervention/parent contact
- Step 3 = Sent to administration

School rules and discipline are communicated to parents through the parent handbook, the junior high handbook, and teacher prepared parent letters at the beginning of the school year. Approximately three times a year, or whenever deemed necessary, administration meets with the students to review school rules and consequences.

SCHOOL SAFETY STRATEGY #3:

Cajon Park School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

Crisis Intervention and Disaster Planning

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

Cajon Park School benefits from the District's Disaster Response Emergency Procedures Plan (DREP). The DREP Plan includes information on how to respond to a crisis, including risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response, and training/drills to become aware of warning signs are among the areas addressed.

Notice of Disciplinary History

The District's Pupil Service Department, under the direction of the Director II of Educational Services, shall provide to the administration of Cajon Park information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department, or social services. This information is used to develop awareness, to assign appropriate discipline consequences, to help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Gang Affiliation

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

Gangs and Graffiti

There is a local law enforcement gang task force. Cajon Park School uses its links with the City of Santee to enhance its effort to curb gang influence.

Alternative Programs

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Cajon Park has access to the Santee Success Program, an alternative program that provides students with opportunities to produce positive outcomes.

Drug and Violence Prevention Programs

A goal of the District is to provide a Drug, Alcohol, Tobacco, and Violence Prevention Education Program to all students.

During the 2018-2019 school year, Cajon Park School will coordinate with the K.I.D.S. Inc. (Kontraband Interdiction Detection Services, Inc.) organization. This organization acts as a deterrent to prevent students from bringing illegal substances on campus for use or distribution. K.I.D.S. Inc. will host an assembly to provide information about service K-9s that work to detect alcohol, drugs, and gun powder on campus. This organization will conduct several unannounced visits to school to inspect classrooms and items within. Any item that a K-9 service animal alerts on will be inspected and the owner will also be questioned to ensure students in grades 6-8 are not carrying illegal items on campus. K.I.D.S. Inc. will coordinate with site administration to conduct the classroom inspections as well as follow up with any students and families to notify them of concerns or additional action that is needed, if necessary.

Truancy – School Attendance Review Board (SARB) / District Attorney Referral

Cajon Park School recognizes the importance of punctuality and regular attendance. The staff of Cajon Park School shall accurately record the attendance record for all students. Parents of students with poor attendance will be referred to the District's Attendance Specialist. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School Attendance Review Board or a referral to the East County District Attorney's Office with a request for prosecution of the parent and/or the student.

Megan's Law Notification

District staff is working with local law enforcement agencies to develop a procedure to provide schools with Megan's Law sex offender information. Megan's Law provides the public with photographs and descriptive information on serious, or high risk, sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

SCHOOL SAFETY STRATEGY #4:

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

Parent/Guardian Involvement

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

Cajon Park School:

Effectively uses the School Site Council

Notifies parents about, and encourages participation in parenting programs.

Has encouraged parent participation through the classroom volunteering, membership on School Site Council or English Learner Advisory Committee.

Provides a newsletter to parents.

Uses the School Accountability Report Card as a procedure to communicate to parents.

Provides opportunities for Teacher-Parent Conferences.

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

Parent Training: Promoting the Use of Community Resources

Cajon Park School and the Santee School District, advocate for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social development.

Problem Solving Teams

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. Collaborative problem solving teams are viewed as essential to successful prevention and intervention with aggressive behavior. Cajon Park School utilizes a Student Assistance Team to help address issues of problem behavior. These problem solving efforts bring together school staff, parents, and when appropriate, involve community based agencies and the pupil. The goal is to help identify, clarify, analyze, and resolve issues concerning pupil, educational, and familial concerns.

Community Linkages

When working with parents and students with specific issues, the staff and social worker at Cajon Park School will provide information to the families regarding available community resources. The school social worker works closely with recognized local city, county, and state agencies.

SCHOOL SAFETY STRATEGY #5:

School administrators, staff, and campus lunch supervisors use common strategies to promote school safety.

Campus Supervisor and Administrative Positions

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

Cajon Park School employs a principal, vice principal, administrative intern and lunch campus supervisors whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal, vice principal, administrative intern and staff have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal and vice-principal at Cajon Park School make themselves available for a pupil to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught to inform an adult if they see something unusual. Effective relationships between the school administration, staff, campus supervisors and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes

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

Visitors and Disruptions to Educational Process

Cajon Park School is aware of the laws, policies, and procedures, which govern the conduct of visitors to the school campus. Cajon Park School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by staff members. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

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

Cajon Park School has established a visible means of identification for visitors while on school premises (i.e. - visitor identification tag). Furthermore, the school administration, staff or campus supervisors may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

Cajon Park School's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Cajon Park School shall contact the district office to determine whether to file for a temporary restraining order and injunction.

SCHOOL SAFETY STRATEGY #6:

At Cajon Park School, effective procedures will be followed to maintain a safe physical plant and school site.

Enhancing Physical Safety Practices

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having staff members visibly present throughout the school building.

- Cajon Park School operates a closed campus, where pupils must have permission to leave the campus during school hours.
- Cajon Park School has helped assure a safe learning environment.
- Cajon Park School has a shared security guard who monitors the campus in the evening.
- Cajon Park School has set a priority to keep buildings clean and maintained.
- Cajon Park School has located its playground equipment where it is easily observed.
- Cajon Park School has limited roof access by keeping dumpsters away from building walls.
- Cajon Park School keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- Cajon Park School ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- Cajon Park School keeps a complete list of staff members who have keys to building(s).
- Cajon Park School does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti—read, record (i.e. photograph or videotape) and remove. Inflammatory bathroom graffiti is removed upon discovery.
- Cajon Park School provides supervision in heavy traffic areas.
- Cajon Park School has established two-way communication between the front office and each classroom.
- Cajon Park School offers school or community based activities for students after school.

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

Child abuse or neglect includes the following:

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriffs department, county probation department if designated by the county to receive such reports, or county welfare department.

Child Protective Services, Child Abuse Hotline
1-800-344-6000

San Diego County Sheriffs Department
858-565-5200

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, any employee (as defined above) shall fax legible, completed Form 04-184 (10/91) "Suspected Child Abuse 'FAX' Report" to:
Children's Services Bureau, FAX# (619) 694-5469 and to Educational Services, FAX# 2367. Attach FAX receipt to the reporter's copy of the FAX.

Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to the principal.

He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

Training

Training of mandated reporters shall include child abuse and neglect identification and mandated reporting.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

Victim Interviews

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167.

Before beginning employment, employees must sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee.

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

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district making a report.

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

Disaster Plan (See Appendix C-F)

A contingency plan for emergencies is contained in the Staff Redbook which is available to each staff member. The plan is updated and reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures, and information on Readiness and Emergency Management for Schools.

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

Cajon Park School benefits from the District's Disaster Response Emergency Procedures Plan (DREP). The DREP Plan includes information on how to respond to a crisis, including risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response, and training/drills to become aware of warning signs are among the areas addressed.

Public Agency Use of School Buildings for Emergency Shelters

Coordination of the use of school buildings for emergency shelters should be coordinated through the Office of the Superintendent of Santee School District, Dr. Kristin Baranski.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students may be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law.

Supervised Suspension Classroom

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school or in the Educational Resource Center and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

9073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

WEB SITES

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

California Attorney General's Office: <http://www.caag.state.ca.us>

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

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs/index.html>

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.. (Education Code 49079)

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

PROCEDURES FOR NOTIFYING TEACHERS ABOUT PUPILS SUSPENSIONS

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Suspensions are reported to each teacher using the schools internal email address.
2. Teachers are advised about the confidential nature of the data.
3. Suspension reports are filed in the student's cumulative folder and a copy is sent to Pupil Services Department.
4. Teachers can access suspension history for their students in Power School.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the district Pupil Services Department. Copies of this notice are maintained in the school office and the district Pupil Services' Office.

Included in AR 4158

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

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

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation

7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

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

2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>

Adopted May 5th, 2009 board policy of the Santee School District

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

Students BP 5132(a) DRESS AND GROOMING The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action. Gang-Related Apparel and Racial or Ethnic Symbols Gang related apparel or clothing with racial or ethnic symbols is prohibited. Prohibited dress includes garments displaying logos of racist groups, obscene language, vulgar gestures, racist, ethnic or sexist slurs. Dress code should be included as part of the school safety plan and must be presented to the Board for approval. Uniforms In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. Legal Reference: (see next page) BP 5132(b) DRESS AND GROOMING (continued) Legal Reference: EDUCATION CODE 32281 School safety plans 35183 School dress codes; uniforms 35183.5 Sun-protective clothing 48907 Student exercise of free expression 49066 Grades; effect of physical education class apparel CODE OF REGULATIONS, TITLE 5 302 Pupils to be neat and clean on entering school COURT DECISIONS Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459 Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251 Hartzell v. Connell, (1984) 35 Cal. 3d 899

Students AR 5132(a) DRESS AND GROOMING In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed. Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day as long as these articles comply with the requirements in this administrative regulation.

In addition, the following guidelines shall apply to all regular school activities:

1. Appropriate shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not acceptable. Heels must be of a reasonable height and not be unsafe in the school environment.
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 death, violence, 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, spaghetti straps, off-the-shoulder or low-cut tops, strapless or tube tops, backless shirts, 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 and the color may not cause a distraction to the educational environment. Hair may not be sprayed by any coloring that would drip when wet.
7. Spiked jewelry and waist chains will not be allowed.

8. Students must be cleanly dressed so as not to promote unhealthy or unsanitary conditions.
9. Bandanas and sweatbands shall not be worn unless prior approval is granted by a site administrator.
10. Overalls are considered pants and must have an appropriate shirt worn underneath. AR 5132(b) DRESS AND GROOMING (continued)
11. Muscle shirts, tank shirts, or underwear shirts may not be worn. Clothing that is suggestive or revealing will not be allowed.
12. Facial piercing shall be limited to the ears only. Any other piercing must be plugged with a skin tone plug (no color).
13. Pants must not be worn to expose undergarments or bare skin above the waist.
14. Clothing that is considered nightwear (pajamas and slippers) may not be worn, with the exception of a designated day by the school.

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. The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities. Gang-Related Apparel and Racial or Ethnic Symbols Gang related apparel or clothing with racial or ethnic symbols is prohibited. Annually, the district will work with the Sheriff's Department to identify specific logos, designs symbols, verbiage, etc. that are associated with gangs. This information will be provided to the school administration each spring so that families can be informed of the dress code requirements before the end of the school year. Uniforms In schools where a schoolwide uniform is required, the principal, staff, and parents/guardians of the individual school shall jointly select the specific uniform to be worn. At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. Parents/guardians shall also be informed of their right to have their child exempted. Regulation SANTEE SCHOOL DISTRICT approved: September 7, 1993 Santee, California revised: July 18, 2006 revised: May 19, 2009 reviewed: August 17, 2010

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

Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. Also, safety procedures and expectations are described for those students who ride their bikes and walk to and from school. Student's riding bike must be grade 4-8, file a bike permit and must wear helmets.

In addition, the principals' school newsletters provide frequent reminders about traffic and campus safety. At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of students. Safety patrol squads assist families in crossing at designated place within the school school boundaries. Teachers are on duty 15 minutes before and after school to provide both before and after school supervision. Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department is contacted. Volunteers are required to fill out a volunteer application and valid ID and are checked in the Megan's Law database. Students will be monitored by staff and the administrative team each day during the Ingress and Egress of school.

Additionally, during regularly scheduled logistics meetings, staff will discuss Ingress and Egress of school and make needed adjustments to the supervision schedule.

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

Component:

Safety of Physical Campus

Element:

School buildings and classrooms will be well maintained and attractive, free of physical hazards, and designed to prevent criminal activities.

Opportunity for Improvement:

The parents and visitors recognize and commend the students and staff at Cajon Park School for the following conditions and programs that positively affect the physical environment of the school:

- The meticulously maintained school campus.
- Maintenance of a hazard free environment.
- The safe orderly manner in which students circulate on campus

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Desired Improvements</p> <p>Cajon Park School staff will work closely with custodial staff and administration to identify and address any safety areas of concern and well as proactively identify and address areas to improve.</p>	<p>Teachers email the head custodian to alert him to concerns and he determines next steps.</p> <p>Administration, secretary or custodians have the ability to complete digital work orders so that any areas of concern are addressed.</p>	<p>1) "School Dude" digital work order system</p> <p>2) Access to a school day custodian to address any immediate concerns.</p> <p>3) Access to administration to address any immediate concerns.</p>	<p>Jesus Cervantes, Lead Custodian</p>	<p>Site Walkthrough - Observation</p>
	<p>Administrators communicate frequently with custodial staff, school secretary and health tech.</p>	<p>1) Walky-talkies, email and physical access for regular communication.</p>	<p>Tim Dobbins, School Principal</p>	
	<p>Campus aides identify and communicate with administration any safety concerns in and around the playground.</p>	<p>1.) Walky-talkies and physical access for regular communication.</p> <p>2.) Regular meetings with campus aides to address campus, playground needs and areas of concern.</p>	<p>Angelo Benedetto, Vice Principal</p>	<p>Observation feedback from Campus Aides</p>
	<p>Maintain a secure locked campus at all times during the school day with the expectation of ingress and egress of school so our community has access as needed to drop students off and pick students up.</p>	<p>1.) Maintain a well lit campus to minimize dark areas.</p> <p>2.) Continue to ensure gates are locked</p>	<p>Jesus Cervantes, Lead Custodian</p> <p>Tessa Borgerding, School Secretary</p>	<p>System Reports (If/when available)</p> <p>Safety walkthrough with Safety Committee</p>
	<p>Circulation on campus will be monitored and modify as needed. (ie primary students walking to class in the morning etc.)</p>	<p>Administrations and teachers will work together to provide supervision at key school locations as relevant throughout the school day.</p>	<p>Angelo Benedetto, Vice Principal</p> <p>Lindsay Ogden, Dean of Students</p>	<p>Observation by school administration</p> <p>Feedback from staff</p>

Component:

Social Emotionally Supportive Learning Environment (SEL)

Element:

All Cajon Park students will be socially emotionally supported. Through tiered interventions, students will receive differentiated services based on social emotional needs and be cared for at school through a supportive environment of fellow students and adults.

Opportunity for Improvement:

Cajon Park School staff fosters a learning environment that is supportive of students' social emotional needs. Staff members identify root causes for various behaviors and address these behaviors in such a manner that minimizes removal from class and supports the process of re-integrating students back into the school and classroom setting with little disruption to instructional minutes when removal is necessary.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase the number of students that are seen by a counselor	As a full time member of our team, the school counselor will see students on an as needed basis, through regular meetings and through small support groups, whole class lessons, referrals to outside care as needed.	1) The school counselors time	Tim Dobbins, Principal Angelo Benedetto, Vice Principal Lindsay Ogden, Dean of Students Kirsten Stretton, Counselor	Data provided by counselor (confidential)
Provide access to counseling students (interns) provided through partnerships with local colleges.	School Counselor to research, develop and implement.	1) The school counselors time	Tim Dobbins, Principal Kirsten Stretton, Counselor	Data provided by counselor (confidential)
Provide lessons on social emotional learning in the classroom setting.	School Counselor to research, develop and implement.	1) The school counselors time	Kirsten Stretton, school counselor	Classroom Observation
Flexible implementation of Sanford Harmony curriculum.	Teachers received Sanford Harmony materials prior to the start of the school year. We will use staff professional learning time for training and planning.	1) Coordinate with Sanford Harmony trainers. 2) Professional and Grade-level Learning times	Tim Dobbins, Principal Angelo Benedetto, Vice Principal Lindsay Ogden, Dean of Students Kirsten Stretton, Counselor	Classroom Observation Teacher feedback

Component:

Positive Behavior Intervention System (PBIS)

Element:

All Cajon Park students and staff will feel connected and take ownership of their school community through a comprehensive system of clear behavior expectations, culture building activities, attendance improvement plan, and incentive programs.

Opportunity for Improvement:

Cajon Park School is Prepared, Respectful, Own Your Actions, United, and Determined. We are Falcon PROUD. Our next steps include maintaining and/or improving monthly attendance, improving student ratings of safety and connectedness, and teaching expected behaviors explicitly.

Objectives	Action Steps	Resources	Lead Person	Evaluation
We will form and PBIS Committee that includes teachers, administrators, classified staff, and students.	Review PBIS matrix of expected behaviors throughout all school settings.	Copy of matrix in every classroom cost of duplication	Angelo Benedetto, Vice Principal Lindsay Ogden, Dean of Students	PBIS - Agenda and minutes
	Create a tiered intervention system of responding to student discipline.	Disciplinary pyramid. Committee meeting time.	Angelo Benedetto, Vice Principal Lindsay Ogden, Dean of Students	Document -completed
	Analyze behavior/discipline data to inform staff of areas of focus areas.	Staff will use digital hall pass through Outlook Data will be reviewed during committee meetings	Angelo Benedetto, Vice Principal Lindsay Ogden, Dean of Students	Data analysis with committee and whole staff
We will teach expected behaviors(from matrix) explicitly to all students K-8.	Dedicate each month to one of our PROUD values (January-June).	Committee meeting time.	Angelo Benedetto, Vice Principal Lindsay Ogden, Dean of Students	PBIS folder Document - Scope and Sequence
	Promotion of PROUD values throughout the campus.	PROUD posters in every classroom funding source	Angelo Benedetto, Vice Principal.	Hall Pass Data
	Create bookshelf in LRC specifically for books related to our PROUD values.	Library books	Lindsay Ogden, Dean of Students Suzie Sieborn, Librarian	Physical Setup - Completed
	Caught Being Good drawing to take place each Friday for students who are PROUD.	Donations from local businesses	Angelo Benedetto, Vice Principal Campus Aides	Hall Pass Data
	Fabulous Falcon Assemblies and PROUD Rallies(monthly) linked to students being PROUD.	Certificates Classroom Time Donations from local businesses	Tim Dobbins, Principal Angelo Benedetto, Vice Principal Lindsay Ogden, Dean of Students	Hall Pass Data Attendance Data
We will implement "Strive for 96.5!" as an attendance program aimed at improving monthly attendance and teaching students to be PROUD.	Write a comprehensive attendance plan that includes communication between school and home, attention to target students, goals, the SART process.	Attendance Letters Staff time Postage duplication cost	Angelo Benedetto, Vice Principal Lindsay Ogden, Dean of Students Kirsten Stretton, Counselor	Attendance Data

	Implement incentive plan for attendance for grade level, classes, and individuals.	<ul style="list-style-type: none"> • wrist bands - refreshments • class time • funding source 	Angelo Benedetto, Vice Principal Lindsay Ogden, Dean of Students	Attendance Data
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Cajon Park School Student Conduct Code

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

Cajon Park School uses both classroom and schoolwide discipline codes that clearly communicate the behavioral expectations and consequences for pupils. Cajon Park School has developed plans to promote positive behaviors on the playground, in the lunchroom, hallways, and assembly areas.

Conduct Code Procedures

Our school has implemented a Positive Behavior Supports and Intervention System to manage school wide behavioral expectations. This includes a Majors versus Minors behavior grid, FALCON Proud Behavioral expectations.

CAJON PARK FALCON PROUD

SCHOOLWIDE PBIS BEHAVIOR MANAGEMENT FLOWCHART

Provide students with 1-2 warnings prior to issuing a step for the following minor behavior infractions:

After 2 infractions in the same domain are earned by the student within SIX WEEKS, the 3rd should be issued as a major and will be immediately referred to administration for further intervention.

Steps are tracked digitally and reviewed every 6 weeks by both the school climate task force to determine best next steps to positively address behaviors. Also we meet as a school. K-3 meet and 4th-8th meet to look at trends in the data and propose action steps that are agreed upon as a team.

Cell Phone Violations (NO WARNING)

Step 1: Infraction documented – Teacher confiscates phone for the day or send phone to office

Step 2: Infraction documented – Teacher confiscates phone for the day or send phone to office and contacts parents

Step 3: Infraction documented – Phone given to administration for parent pickup

Defiance (Blatant insubordination, cheating, refusal to follow directions SHALL BE TREATED AS A MAJOR INFRACTION and referred to administration)

Step 1: Infraction documented – parent contacted; student/teacher restorative conference

Step 2: Infraction documented – parent contacted; student/teacher restorative conference

Step 3: Infraction documented – parent contacted; counselor/admin check-in by appointment (send e-mail to request check-in – counselor/admin will meet with student at earliest availability)

Disrespect (Direct displays of disrespect such as lewd language, physical aggression such as gestures, hitting walls, destruction of property, out of control behavior, leaving classroom without permission SHALL BE TREATED AS A MAJOR INFRACTION and referred to administration).

Step 1: Infraction documented - parent contacted; student/teacher restorative conference

Step 2: Infraction documented – parent contacted; student/teacher restorative conference

Step 3: Infraction documented - parent contacted; counselor/admin check-in by appointment (send e-mail to request check-in – counselor/admin will meet with student at earliest availability)

Dress Code (Gang related apparel; overtly suggestive/violent clothing SHALL BE TREATED AS A MAJOR INFRACTION and referred to administration.)

Step 1: Infraction documented – parent contacted; reteach expectation/rule; change of clothes requires parent contact

Step 2: Infraction documented – parent contacted; change of clothes requires parent contact;

Step 3: Infraction documented - parent contacted; counselor/admin check-in by appointment (send e-mail to request check-in – counselor/admin will meet with student at earliest availability)

Physical Contact: (Actions involving serious physical contact where injury may occur SHALL BE TREATED AS A MAJOR and referred to administration)

Step 1: Infraction documented – reteach expectation

Step 2: Infraction documented – parent contacted; classroom restorative intervention (conference, etc.)

Step 3: Infraction documented - parent contacted; counselor/admin check-in by appointment (send e-mail to request check-in – counselor/admin will meet with student at earliest availability)

IPad Not Charged/IPad not in Class:

Step 1: Infraction documented; reteach expectation

Step 2: Infraction documented – parent contacted

Step 3: Infraction documented – iPad stays at school

Technology Misuse: (EXCEPT FOR MAJOR, I.E. LEWD CONTENT)

Step1: Infraction documented; reteach expectation

Step 2: Infraction documented – parent contacted

Step 3: Infraction documented – iPad stays at school

Off Task (EXCLUDED FROM MAJOR CLASSIFICATION – Excessive off-task behaviors may be referred to PBIS team for SST behavior consultation)

Infractions documented

Please note that these are behavior-based concerns. Depending on severity, academic concerns should be addressed through the RTI/SST process and student performance documentation.

School rules and discipline are communicated to parents through the parent handbook, the junior high handbook, and teacher prepared parent letters at the beginning of the school year. Approximately three times a year, or whenever deemed necessary, administration meets with the students to review school rules and consequences.

(J) Hate Crime Reporting Procedures and Policies

Students BP 5145.9(a) HATE-MOTIVATED BEHAVIOR: In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices. The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. The Superintendent or designee shall ensure that staff receive training on recognizing hate motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate. As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior. Legal Reference: (see next page) BP 5145.9(b) HATE-MOTIVATED BEHAVIOR (continued)

Legal Reference: EDUCATION CODE 200-262.4 Prohibition of discrimination 32282 School safety plans 48900.3 Suspension for hate violence 48900.4 Suspension or expulsion for threats or harassment PENAL CODE 422.55 Definition of hate crime 422.6 Crimes, harassment CODE OF REGULATIONS, TITLE 5 4600-4687 Uniform Complaint Procedures 4900-4965 Nondiscrimination in elementary and secondary education programs Management Resources: CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES California Student Safety and Violence Prevention - Laws and Regulations, April 2004 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999 U.S. DEPARTMENT OF JUSTICE PUBLICATIONS Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997 WEB SITES CSBA: <http://www.csba.org> California Association of Human Relations Organizations: <http://www.cahro.org> California Department of Education: <http://www.cde.ca.gov> National Youth Violence Prevention Resource Center: <http://www.safeyouth.org> U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr> U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

Safety Plan Review, Evaluation and Amendment Procedures

RESPONSIBILITIES OF ALL EMERGENCY PERSONNEL

California Government Code mandates that in the event of a declared emergency, all District employees assume the status of Disaster Service Workers and are subject to assignment to emergency response roles. All personnel with emergency assignments in the District Emergency Operations Plan and supporting department or site plans have the following general responsibilities:

A. Pre-Emergency Responsibilities

1. Review and be familiar with the District Emergency Operations Plan (EOP), applicable site plans, supporting procedures, and specific emergency assignment.
2. Develop and maintain additional procedures, resources lists, or other information needed for emergency assignment.
3. Ensure applicable notification list(s) is kept up-to-date.
4. Be familiar with alternate communication means and procedures for use during an emergency.
5. Assemble plans, checklists, procedures, technical information, equipment, and supplies needed during an emergency and maintain in a readily available location. Include personal items such as medications, medical appliances, etc.
6. Ensure emergency equipment is in working order and always ready for use.
7. Participate in emergency training, exercises and drills.

B. Emergency Responsibilities

1. Implement District Emergency Procedures and District Emergency Operations Plan as dictated by the situation.
2. Report to assigned duty station when notified, or when the emergency situation obviously requires it.
3. Implement emergency assignment using applicable checklists and procedures, as dictated by the situation and in accordance with the District's emergency policies.
4. Maintain a log of emergency actions.

C. Post-Emergency Responsibilities

1. Analyze the emergency response to determine what did and did not work well.
2. Participate in District, department, and/or site after-action critiques as appropriate.
3. Recommend changes to the District Emergency Operations Plan as needed.
4. Restock emergency supplies.

Safety Plan Appendices

Emergency Contact Numbers

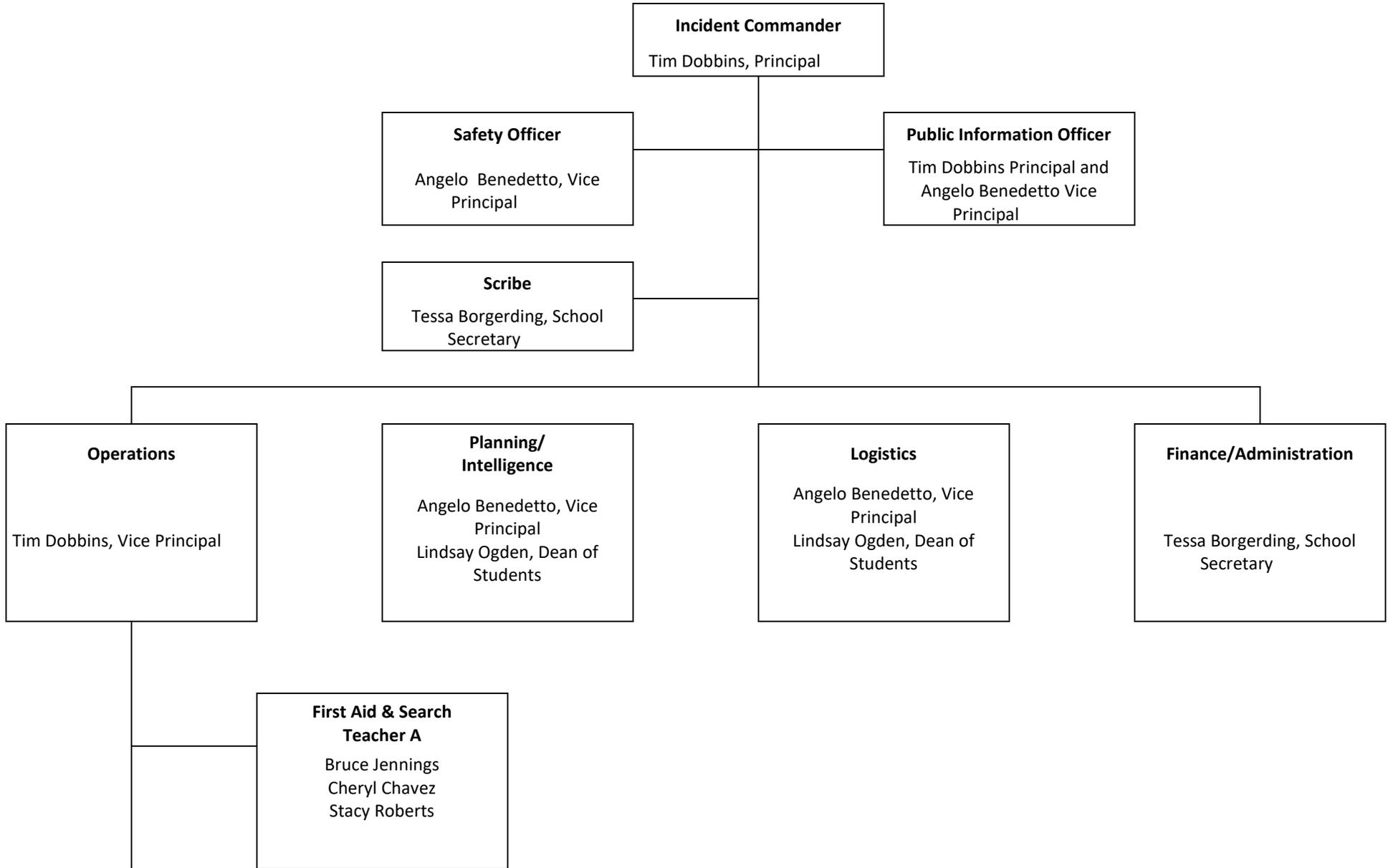
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Santee School District	(619) 258-2300	
Law Enforcement/Fire/Paramedic	Santee Sheriff	(619) 956-4000	
Law Enforcement/Fire/Paramedic	Santee Fire Department	(619) 258- 4600	
Public Utilities	911 - Emergency	911	
Public Utilities	Padre Dam (Water)	(619) 258-2290	
Public Utilities	SDGE power	(619) 441-3834	
Other	Santee Library	(619) 448-1863	
School District	Santee School District Kitchen	(619) 258-2290	
School District	Santee School District Transportation	(619) 258-2300	
Local Hospitals	Grossmont Hospital	(619) 740-6000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Committee Meeting - Review/Revise Red Book/Safety Plan	September 27, 2018	Agenda and Minutes- Review of Redbook and Safety Plan
Distribution and Review of Redbook and Emergency Procedures w/ Staff	October 15, 2018 and December 6, 2018	
Vice Principal Meeting - Review of Safety Plan	October 22, 2018	
Review and Approval of Safety Plan with ELAC	October 24, 2018	ELAC Minutes from 10/24/18
Review and Approval of Safety Plan with SSC	November 5, 2018	SSC Minutes from 11/5/18
Submitted to Board by December	December 1, 2018	

Cajon Park School Incident Command System



**Student Release &
Accountability
TeacherB**

Tessa Borgerding
Tracy Meza

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

To identify the type of emergency the administrative team will take into consideration the inciting events and determine the based course of action to ensure the safety of the entire school community.

Step Two: Identify the Level of Emergency

To identify the level of emergency the administrative team will take into consideration the inciting events and determine the based course of action to ensure the safety of the entire school community. The appropriate contact will be made to outside community services as needed ie call fire and or police department or dialing 911.

Step Three: Determine the Immediate Response Action

To identify the immediate response the administrative team will take into consideration the inciting events and determine the based course of action to ensure the safety of the entire school community to evacuate or to lock down.

Step Four: Communicate the Appropriate Response Action

The administrative team will quickly and effectively communicate with the community what has occurred and the actions taken to ensure the safety and security of all students and staff members.

Types of Emergencies & Specific Procedures

Aircraft Crash

Airplane Crash

Emergency response will depend on the size of the airplane, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

AIRPLANE CRASHED INTO SCHOOL PROPERTY

STAFF ACTIONS:

1. Call 911 and/or alert Site Administrator
2. Move students away from immediate vicinity of the crash
3. Follow immediate response action as directed by the Fire Department or Site Incident Command (Evacuation or Shelter in place)
4. Locate emergency folder including class roster, "Buddy" class roster, and other emergency supplies as appropriate.
5. Remove staff ID placard from emergency folder and put it on
6. If evacuating, use primary and/or alternate fire routes to a safe assembly area away from the crash scene
7. If safe to do so, Operations Chief initiates Site Sweep Teams to ensure that all students have evacuated all buildings
8. Once at the Evacuation Assembly Area, implement Student/Staff Accountability procedures according to site protocol
9. Report missing students to the Site Incident Command and emergency response personnel
10. Maintain control of the students a safe distance from the crash site
11. Care for the injured, if any
12. Wait for further directives or if ALL CLEAR is issued, return to the building

AIRPLANE CRASHES NEAR SCHOOL

STAFF ACTIONS:

1. Call 911 and/or alert Site Administrator
2. Move students away from immediate vicinity of the crash
3. Follow immediate actions as directed by Fire Department or Site Administrator
4. If immediate action is necessary, anticipate EVACUATION or SHELTER IN PLACE

Animal Disturbance

Implement this procedure when any animal or bee swarm threatens the safety of the students and staff.

IN THE EVENT OF AN ANIMAL DISTURBANCE

STAFF ACTIONS:

Alert site administrator(s)

If the animal is outside, proceed with SHELTER IN PLACE protocol. Keep all students inside.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

IN THE EVENT OF A BEE SWARM

STAFF ACTIONS:

If a bee swarm is identified, but bees are NOT aggressive, initiate procedures for SHELTER IN PLACE until the swarm has passed.

If a bee swarm is identified and bees are aggressive, call 911.

Initiate procedures for SHELTER IN PLACE. All students and staff should get inside a building immediately. A few bees may follow indoors, but in a well-lit room, bees will become confused and fly to windows.

If bee attack is widespread, direct students into a large, well-lit room with high ceilings such as a cafeteria or gymnasium.

Have a designated staff person available with a vacuum cleaner hose to remove any bees clinging to clothing or hair.

If no vacuum with hose is available, bees may be controlled with a spray bottle filled with soap and water solution (3%-6% soap).

Have nurse or health clerk available to assist stinging victims or if there are large numbers of stinging victims or if there are large numbers of stinging victims, instruct Operations Chief to engage Medical Team.

Armed Assault on Campus

ARMED ASSAULT ON CAMPUS/ACTIVE SHOOTER

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate LOCKDOWN procedures to isolate students and staff from danger or send them to a secure area.

Safety and survival must always be the foremost consideration when taking decisive action to ensure the safety and security of all students and staff.

STAFF ACTIONS:

If you see a person walking onto campus with a weapon, call 911 immediately, and then alert the Site Administrator or campus security.

If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately

Follow procedures for lockdown or evacuation as directed or as necessary

Each school site must have a plan in place for students and/or staff who are "locked out" during a LOCKDOWN. It is the responsibility of the Site safety Team that this plan is clearly communicated and integrated into drills and training.

STAFF ACTIONS AFTER CRISIS HAS BEEN NEUTRALIZED:

Follow procedures for EVACUATION as directed by law enforcement and/or site administrator

The Student Release Team will follow procedures to oversee reunification of students with parents or authorized adults

If necessary the Medical Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries.

Staff assigned specific Incident Command roles will follow directives of immediate ICS supervisor

All staff will participate in staff debriefings.

Biological or Chemical Release

GAS LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal/Site Administrator.

STAFF ACTIONS

If a gas odor is detected, notify Site Administrator or security personnel immediately

Move students from immediate vicinity of danger quickly and in an organized fashion.

Do not turn on any electrical devices such as lights, computers, fans, etc.

If EVACUATION is ordered, follow all appropriate procedures

TOXIC AGENT

This is incident involving the discharge of a biological/chemical substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A toxic agent can be introduced through:

Postal mail

Ventilation system

Small explosive device

Parcel left unattended

Food supply

Aerosol release

Multiple victims suffering from the following symptoms might be an indicator of the release of a biological or chemical substance contaminating the environment:

Watery eyes

Choking

Breathing difficulty

Twitching

Loss of coordination

Distressed animals

Chemical accidents could result from a transportation accident or an industrial spill involving large quantities of toxic material. The nature of the material and the proximity of the incident to the school site will determine which emergency action should be implemented.

STAFF ACTIONS

Alert Site Administrator

If contamination is inside a specific classroom/area, EVACUATE students away from affected area immediately

Otherwise, follow immediate response action as directed by Site Administrator or Emergency Services personnel

Follow standard student assembly, accounting and reporting procedures

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT

Wash affected areas with soap and water

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins

Remain in safe, but separate area, isolated from those who are unaffected until emergency response personnel arrive

THOSE WHO DISCOVER A CHEMICAL SPILL:

Alert others in immediate area to leave the area

Close doors and restrict access to affected area

Notify Site Administrator

DO NOT eat or drink anything or apply cosmetics

Bomb Threat/ Threat Of violence

PERSON RECEIVING THREAT BY TELEPHONE

Listen. Do not interrupt caller.

Keep the caller on the line

Alert another staff member to call 911

Alert another staff member to notify site administrator immediately

Complete the Bomb Threat Checklist (Available from Site Administrator)

PERSON RECEIVING THREAT BY MAIL, E-MAIL, OR TEXT:

Note the manner in which the threat was delivered, where it was found, and who found it

Isolate the item and limit its handling. Written threats should be turned over to law enforcement

Caution students against picking up or touching any strange objects or packages

Notify site administrator(s)

STAFF ACTIONS:

Respond as directed to initiate EVACUATION, SHELTER IN PLACE, or LOCKDOWN

Control all cell phone activity (no outgoing or incoming calls). No exceptions. Radio frequencies can detonate an explosive

If evacuating, alter exit routes as necessary depending on the location of the suspected bomb. Be aware of the possibility of secondary devices

Upon arrival at the designated evacuation site and according to site protocol, implement Student/Staff Accountability procedures.

Notify the Incident Command of any missing students

Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings, and normal class routine

Bus Disaster

DISORDER/PUBLIC DEMONSTRATION/STUDENT RIOT

When an advance notice of a planned protest is given, inform staff, local law enforcement, and parent community. When the conduct of an assembly of students threatens the safety and security of the school community and/or school property, follow the protocol for "Student Riot." Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with directives.

STAFF ACTIONS:

- Maintain school and classroom expectations for academic engagement and behavior with a emphasis on a safe and orderly classroom environment.
- Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy.
- Do not attempt to physically stop a student who chooses to leave campus. Simply note student's name and report to Site Administrator for disciplinary follow up

STUDENT ACTIONS:

In a violent situation, immediately notify the first available adult

Do not retaliate or take unnecessary chances

Move away from the area of agitation

Hold on to belongings to the extent that it is safe to do so

Do not pick up anything and do not go back for anything until receiving clearance to do so.

Stay calm and reassure fellow students.

Share all relevant information with law enforcement, teachers, and school staff.

Follow directions from site administrator or law enforcement, teachers, and school staff.

Do not perpetuate rumors or repeat unsubstantiated information

Disorderly Conduct

Cajon Park School recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of Cajon Park School will maintain, in the student's record, custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed. The school secretary, office staff and administrative team will work closely to monitor and update all in a timely fashion, communicating the information to all necessary parties ie classroom teacher, school nurse etc.

Visitors and Disruptions to Educational Process Cajon Park School is aware of the laws, policies, and procedures, which govern the conduct of visitors to the school campus. Cajon Park School uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by staff members. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

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

Cajon Park School has established a visible means of identification for visitors while on school premises (i.e. -visitor identification tag). Furthermore, the school administration, staff or campus supervisors may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

Cajon Park School's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, Cajon Park School staff shall contact the district office to determine whether to file for a temporary restraining order and injunction.

Earthquake

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries can be sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions, such as evacuation must wait until the shaking stops.

INSIDE BUILDING

STAFF ACTIONS:

At first recognition of seismic activity, instruct students to move away from windows.

Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.

Any person in a wheelchair should shelter against an interior wall. Face away from windows, place locks on wheels, and if possible, protect head and neck with arms.

Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.

After shaking stops and it is safe to do so, check for injuries, and render first aid.

Do NOT move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students.

If shaking is significant and has caused obvious damage to the building, EVACUATE immediately.

Submit Classroom Status Report to Command Post according to site protocol.

Follow procedures for EVACUATION or SHELTER IN PLACE as directed by Site Incident Command.

Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building.

DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.

Stay alert for aftershocks.

DO NOT re-enter building until it is determined safe to do so.

OUTSIDE BUILDINGS

STAFF ACTIONS:

Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.

DROP AND COVER in the DROP, DUCK, COVER AND HOLD ON procedures.

Place head between the knees; cover back of neck with arms and hands.

Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees. Cover back of neck with arms.

Remain in place until shaking stops or for at least 20 seconds.

Each time an aftershock is felt, DROP AND COVER

After shaking stops, check for injuries, and render first aid.

Report injury and damage status to Command Post according to site communications protocol.

Continue to follow directives of Incident Commander.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

STAFF ACTIONS:

At the sound of an explosion, immediately direct students to turn away from the windows and DROP, DUCK, COVER AND HOLD ON

Check for injuries and render first aid

If explosion occurs inside the classroom or classroom block, EVACUATE to outdoor assembly area immediately

Do not move injured students, unless to do so would place students in further danger

Use buddy system to remain with injured students

If directive is to EVACUATE follow all EVACUATION procedures

Do not stop to collect belongings. Leave the door unlocked

Keep students and staff at the safe distance from the building(s) and away from fire-fighting equipment

Do not return to the building until it is safe to do so

If explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions

Keep students at a safe distance from site of the explosion and in an ordered, calm and quiet space so that parents and guardians may pick up students in an organized and safe environment.

Fire in Surrounding Area

A fire in the surrounding community can potentially threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

FIRE OFF-SITE:

STAFF ACTIONS:

If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site

Follow all procedures for EVACUATION

Do not stop to collect belongings. Leave the door unlocked

Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment

Remain with students until the building has been inspected and it has been determined safe to return

If directive is to implement SHELTER IN PLACE, gather students inside and close windows and doors. Wait for further instructions

Fire on School Grounds

A fire on school grounds can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

FIRE ON-SITE:

STAFF ACTIONS:

As directed, evacuate students from the building using primary or alternate fire routes. Follow all EVACUATION procedures

Maintain control of the students a safe distance from the fire and fire fighting equipment

Maintain supervision of students until the Fire Department determines it is safe to return to the school building

Flooding

Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of the failure of a dam or levee. If the school site lies within the hazard zone of a dam or levee, contact local water or dam authorities for further emergency preparedness strategies.

STAFF ACTIONS:

Follow Site Administrator's directive to EVACUATE or SHELTER IN PLACE

Remain with and supervise students throughout the duration of the incident

Do not walk through moving water. Six inches of moving water can cause a fall so flooded areas need to be avoided.

If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground.

Upon arrival at the safe site, implement Student/Staff Accountability procedures

Report missing students to Incident Command Staff

Do not return to site until it has been inspected and determined safe by authorities

Loss or Failure Of Utilities

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

Procedure:

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
3. The School Administrator will notify CE Customer Service and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator in a timely fashion so appropriate action can be determined and taken.
4. The School Administrator will notify the Local District Superintendent of the loss of utility service.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted

- A. Plan for a Loss of Water: Toilets: 5 gallon buckets with shower curtains in each classroom.
- B. Food Service: No stored food / Limited food in cafeteria
- C. Plan for a Loss of Electricity: Emergency Light: Flashlight in each classroom.
- D. Plan for a loss of Communication Telephone Service: Administrator carries cellular phone. All bus drivers and maintenance personnel have Nextel service with direct connect capabilities. 7 Motorola Radios with chargers.

Motor Vehicle Crash

STAFF ACTIONS:

Notify Site Administrator.

Move students away from immediate vicinity of the crash.

If necessary, EVACUATE students to a safe assembly area away from the crash scene.

If possible take classroom emergency materials including class roster and staff ID to safe assembly area.

According to site protocol, implement Student/Staff Accountability procedures.

Report missing students to the principal/designee and emergency response personnel.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building in a safe and orderly fashion.

Psychological Trauma

PSYCHOLOGICAL TRAUMA

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions: Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning. Physical and/or psychological injury to students and staff. Concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

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

7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

SUICIDE

While psychological distress can be caused by a traumatic event, students may also display emotional distress through suicidal or self-harming actions. The school site does not provide direct medical support for students, however, we do work to identify signs and signals that leads to family communication and recommendations/referrals to support services.

When a student vocalizes a concern, staff will work through a protocol to determine the gravity of the situation and student endangerment. The Suicide Risk Intervention Procedures include:

I. When a student demonstrates suicidal ideation, the site administrator shall:

1. Bring student to a secure, private location.
2. Keep the student under direct visual and physical supervision at all times.
3. Contact the school counselor, school social worker or school psychologist that is on site that day. This person will conduct the suicide assessment (Suicide Risk Reporting Form and Suicide Assessment Questions) and intervention (Safety Plan). If two staff members are available, the first one to arrive is responsible for this process unless he/she asks his/her colleague to conduct this process due to unique circumstances of the student. If you are unable to contact a school counselor, school social worker, or school psychologist, call the Pupil Services Department at x2364 or x2233.
4. After the suicide assessment and intervention have been conducted, the school counselor, school social worker, or school psychologist will work collaboratively with the site administrator. The site administrator will contact the parent for notification and to pick up his/her child from school if deemed necessary.
5. Recommend to the parent in clear, unambiguous terms that the parent should take the student to a qualified mental health professional or a medical doctor immediately for an evaluation. Encourage the parent to get documentation from the medical provider that the student can safely return to school. If school staff would like to contact the medical provider, have the parent sign a Release of Information.
6. Obtain a parent signature on the Suicide Risk Notification Form to document the District has notified the parent of his/her child's suicidal ideation, the seriousness of this situation, and to release the District from future liability.
7. Contact law enforcement at 619-956-4000 immediately if:

1. parent refuses to sign the Suicide Risk Notification Form (do not let parent leave with student before signing the form)

2. parent refuses to pick student up from school

3. parent does not arrive to school by office closing time

If a school counselor, school social worker, or school psychologist is unable to conduct the suicide assessment and intervention (for example, the incident happens after school hours; school counselors, school social workers, or school psychologists out of district on school business, etc), a site administrator is required to conduct parent notification and obtain parent signature on the Suicide Risk Notification Form before the student is released to the parent. He/She should also document their actions on the Suicide Risk Reporting Form. The day the student returns to school, a school counselor, school social worker, or school psychologist must conduct a Safety Plan with the student.

II. Follow-Up

Make sure the school site team develops appropriate follow-up activities/interventions (e.g., parent contact to determine outside support provided by parent, student joins a social skills or anger management group at school, individual check-ins with student at school, modified schedule as needed) and document these on the Suicide Risk Reporting Form.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if

notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure:

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services 530-749-6366 Local District Office, and the Office of Environmental Health and Safety 530-633-2785 if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School Administrator will call Beale AFB Fire Department which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify Beale AFB Security Forces.
9. The School Administrator will notify parents of the incident, as appropriate.

Unlawful Demonstration or Walkout

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

Procedure:

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SH blinds in rooms so equipped.
3. The School Administrator will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator will notify parents of the incident, as appropriate. SHELTER-IN-PLACE as described in Section 4.0.

Emergency Evacuation Map

Cajon Park School

English Learners Advisory Committee (ELAC)

DATE: Wednesday, October 24, 2018

TIME: 8:00am–8:45am

PLACE: Multipurpose Room

MINUTES

1. Welcome and Introductions – Review Minutes from September	Ms. Ayoob	The ELAC members introduced themselves. Ms. Ayoob then explained the meeting minutes from Sept. There were no questions.
2. English Learner Program Update (Data review from parent survey)	Ms. Gonzalez Ms. Perez	Ms. Perez shared the results from the EL Parent survey taken last year. She shared some of the concerns of parents as – Bullying and communication. She shared some of the positives were safety and the EL program. Safety – 4.8/5, Expectations – 4.6/5, Responsive School – 4.8/5, Extra help – 4.6/5.
3. Review of Comprehensive School Safety Plan	Mrs. Ogden	Mrs. Ogden then shared the Safety Plan with the committee. She reviewed the three focus areas of safety of physical environment, social-emotion needs, and positive behavior interventions. She also gave an emergency response overview.
4. Sharing of crash carts and safety backpack	Mr. Benedetto	Mrs. Odgen (in place of Mr. Benedetto) shared the contents of the emergency backpacks and of one of the crash carts used during an emergency.
5. Recommendations to School (DELAC)/ Open Forum	Mr. Benedetto	Ms. Ayoob brought the topic of the enrichment class back to the table. Mr. Benedetto would have to call her separately.

Action Item(s)

Safety Plan 2018-19:

Motion to approve: Africa Ruiz

Motion 2nd: Sanae Saya (item approved)

Single Plan for Student Achievement 2018-19

Motion to approve: _____

Motion to approve: _____

Cajon Park School – Safety Committee

September 27, 2018, 2:15pm-3:00pm in room 21

Meeting Agenda

- I. Welcome and introductions.....Angelo
- II. Calendar of safety drills.....Lindsay
- III. Review of Redbooks.....Lindsay
- IV. Debrief 9/13/18 Fire Drill.....Angelo
- V. Preview of Shake-out and Lockdown.....Angelo
- VI. Open Forum.....Open

Next Meeting:

November 6, 2018, 2:15pm-3:00pm in room 21

Cajon Park School – Safety Committee

September 27, 2018, 2:15pm-3:00pm in room 21

Meeting Minutes

- I. Welcome and introductions.....Angelo
New member: Heather Bury -Health/Safety PTSA
- II. Calendar of safety drills.....Lindsay
Fix September date to 9/13/2018
- III. Review of Redbooks.....Lindsay
Update page 15 Site Incident Command People
Copy of phone tree to team lead for home
Update phone tree to add new aid and new RSP teacher
- IV. Debrief 9/13/18 Fire Drill.....Angelo
Will get debrief after every drill
Suggestion was made to make drills at different times
throughout the day. What if they were at recess, lunch, or PE
January-June change times and some surprises
- V. Preview of Shake-out and Lockdown.....Angelo
10/18: Duck and cover and then exit
Lockdown: Announce lockdown-check email
New procedures for fire drills?
Medical alert paper in backpacks?
Medical condition concerns
Accountability sheets
- VI. Open Forum.....Open

Next Meeting:

November 6, 2018, 2:15pm-3:00pm in room 21