

**Rescue Union School District
2390 Bass Lake Road, Rescue, California 95672**

**BOARD OF TRUSTEES
REGULAR MEETING MINUTES**

Tuesday, February 28, 2017 - 7:00 p.m. Open Session (Closed Session at 6:00 p.m.)

Rescue District Office Board Room

Teleconference site: 375 S Alta Ave, Dinuba CA 93618

DISTRICT MISSION

Rescue Union School District, in partnership with families and the community, is dedicated to the success of every student by providing a challenging, comprehensive, and quality education in a safe environment in which all individuals are respected, valued, connected, and supported.

ITEM	ITEM DESCRIPTION
CALL TO ORDER:	Board vice president called the meeting to order.
ROLL CALL:	<ul style="list-style-type: none"> ✓ Nancy Brownell, President ✓ Kim White, Vice President ✓ Suzanna George, Clerk ✓ Stephanie Kent, Member <li style="padding-left: 20px;">Tagg Neal, Member ✓ David Swart, Superintendent and Board Secretary ✓ Sid Albaugh, Assistant Superintendent of Business Services ✓ Dave Scroggins, Assistant Superintendent of Curriculum and Instruction
PUBLIC COMMENT:	There were no comments concerning items on the Closed Session Agenda.
CLOSED SESSION: District Conference Room	The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Conference with Labor Negotiator	Discussion with the District's chief negotiators, Darrien Johnson and Sid Albaugh regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, Administrative Management, and Yard Duty Supervisors.
Public Employee Contract	Superintendent
Resolution #17-05 – Public Employee Discipline/Dismissal/Release	Personnel
OPEN SESSION:	Convene open session in the Board Room at 7:01 p.m.
Welcome	The Board vice president provided an introduction to meeting proceedings and presided. Board president, Nancy Brownell participated by teleconference.
Flag Salute	Mr. Sid Albaugh led the flag salute.

<p>1. Adoption of Agenda (Consideration for Action)</p>	<p>Trustee George moved and Trustee Kent seconded to approve the agenda with deletion of Item 4, Department Updates. The motion passed 4-0. Roll Call Vote Aye: Trustee Kent, George, Brownell and White.</p>				
<p>REPORTS AND COMMUNICATION:</p>					
<p>Report from Closed Session</p>	<p>Board vice president reported the following action taken in closed session: The Board voted 4-0 to approve Resolution #17-05, non-reelection of a teacher. Roll Call Vote Aye: Trustee Kent, George, Brownell and White</p>				
<p>2. Board Member Reports</p>	<p>This item is provided as an opportunity for trustees to give District related reports.</p>				
<p>3. Superintendent's Report (Supplement)</p>	<ul style="list-style-type: none"> - Enrollment continues to grow, we have an additional 13 students from the February 14 report. - The student focus groups are going very well, the kids are very candid with their responses. - Rescue Union honored Laura Hendrix at the El Dorado County ASCA Distinguished Service Award Dinner on February 23, 2017. A well-deserved award for her great work as Director of Student Services. 				
<p>4. Department Update: Curriculum and Instruction/Technology Facilities Support Services</p>	<p>The Board will receive updates on current activities within these departments. <i>This item was removed from the agenda.</i></p>				
<p>PUBLIC COMMENTS:</p>	<p>Public comments from:</p> <table border="1" data-bbox="672 1236 1455 1373"> <tr> <td data-bbox="672 1236 971 1304">Gail Becker, Parent</td> <td data-bbox="971 1236 1455 1304">RE: Implementation of full day kindergarten program</td> </tr> <tr> <td data-bbox="672 1304 971 1373">Lisa DiRicco, Teacher</td> <td data-bbox="971 1304 1455 1373">RE: Retirement incentive for certificated staff.</td> </tr> </table>	Gail Becker, Parent	RE: Implementation of full day kindergarten program	Lisa DiRicco, Teacher	RE: Retirement incentive for certificated staff.
Gail Becker, Parent	RE: Implementation of full day kindergarten program				
Lisa DiRicco, Teacher	RE: Retirement incentive for certificated staff.				
<p>PERSONNEL:</p>					
<p>5. Resolution #17-06 Reduction or Elimination of Particular Kinds of Service – Certificated Personnel (Supplement) (Consideration for Action) Director of Human Resources</p>	<p>Due to the reduction or elimination of particular kinds of services now being provided by the District, positions must be reduced for the 2017-2018 school year. District administration recommends approval of Resolution #17-06. Trustee George moved and Trustee Kent seconded to approve Resolution #17-06. The motion passed 4-0. Roll Call Vote Aye: Trustee Kent, George, Brownell and White</p>				
<p>6. Superintendent Hiring Process (Discussion and Possible Consideration for Action) Superintendent</p>	<p>The Board discussed the hiring process to fill the upcoming vacancy for superintendent. Ed Manansala, Ed.D., County Superintendent of Schools gave an overview and answered questions regarding the process the El</p>				

	<p>Dorado County Office of Education or other search firms would use to assist the district with the hiring process for superintendent.</p> <p>Search firm proposals will be completed and brought back to the Board for review.</p>
GENERAL:	
7. COOL School Update (Supplement) (Information and Discussion)	The Board heard a report from principal, Bruce Peters and teacher Kelly Brancoli, regarding the COOL School Virtual Academy program.
8. Chinese Sister School Visit (Supplement) (Information and Discussion) Superintendent	<p>The Board reviewed and discuss information regarding the sister school relationship and visitation with Chinese schools through United Education.</p> <p>A visitation team composed of site and district administrators as well as a member of the Board have been invited to visit sister schools in China in advance of a student/teacher visitation. The visit would be very important as we look to organize possible future visits from our schools to China and to continue to deepen the relationships with other schools in our District. The visitation would potentially occur during spring break and would involve no district funding. Costs would be paid by United Education and individual participants.</p>
CONSENT AGENDA: Consideration for Action)	<p>All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion as referenced below will enact all items.</p> <p>Trustee George moved and Trustee Kent seconded to approve the Consent Agenda with a correction to the minutes of the February 14, 2017 Regular Board meeting. The change will reflect the adoption of the agenda as a 4-0 vote. The motion carried 4-0.</p> <p>Roll Call Vote Aye: Trustee Kent, George, Brownell, and White</p>
9. Board Meeting Minutes (Supplement)	Minutes of February 14, 2017 Regular Board meeting.
10. Personnel (Supplement)	Rescue Union School District's long-range goal is to recruit a diverse, high quality staff whose goals and philosophies are student focused. Periodically, changes in staffing occur due to need for additional positions, resignations, or requests for leaves of absence. All positions listed are within current budget allocations.
A. Administrative Personnel Retirement:	David Swart, Superintendent, retirement effective 6/30/17

<p>B. Certificated</p> <p>Leave of Absence (LOA) For 2017-2018:</p> <p>Retirement:</p>	<p>Monica Baker .20 LOA Bethany Nave 100% LOA Pamela Nessenson 100% LOA</p> <p>Carol Patterson, Teacher, (1.0 FTE), Rescue, effective 6/30/17 Lynn Ward, Teacher, (1.0 FTE), Jackson, effective 6/30/17 Mark Weller, Teacher, (1.0 FTE), Lake Forest, effective 6/30/17</p>
<p>C. Classified Personnel</p> <p>Employment:</p>	<p>Lisette Castillo, Food Service Worker, (.3438 FTE), Rescue, effective 2/21/17</p> <p>Wendy Deitz, Food Service Worker, (.3125 FTE), Marina Village, effective 2/23/17</p>
<p>CLOSED SESSION:</p>	<p>The Board may reconvene to closed session as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.</p>
<p>OPEN SESSION</p>	<p>Reconvene open session.</p>
<p>REPORT FROM CLOSED SESSION:</p>	<p>The Board president will report any action taken in closed session.</p>
<p>ADJOURNMENT:</p>	<p>Trustee George moved to adjourn the meeting at 8:49 p.m.</p>

**Rescue Union School District
2390 Bass Lake Road, Rescue, California 95672**

**BOARD OF TRUSTEES
SPECIAL MEETING MINUTES**

Tuesday, March 7, 2017 – 5:00 P.M.

Rescue District Office Board Room

DISTRICT MISSION

Rescue Union School District, in partnership with families and the community, is dedicated to the success of every student by providing a challenging, comprehensive, and quality education in a safe environment in which all individuals are respected, valued, connected, and supported.

ITEM	ITEM DESCRIPTION
CALL TO ORDER:	Board president called the meeting to order.
ROLL CALL:	<ul style="list-style-type: none"> ✓Nancy Brownell, President ✓Kim White, Vice President ✓Suzanna George, Clerk ✓Stephanie Kent, Member ✓Tagg Neal, Member ✓David Swart, Superintendent and Board Secretary ✓Sid Albaugh, Assistant Superintendent of Business Services ✓Dave Scroggins, Assistant Superintendent of Curriculum and Instruction
OPEN SESSION:	The meeting commenced in open session in the District Board Room.
Welcome	The Board president provided an introduction to Board meeting proceedings.
1. Adoption of Agenda (Consideration for Action)	Trustee White moved and Trustee Kent seconded to approve the agenda. The motion passed 5-0.
PUBLIC COMMENTS:	There were no public comments.
GENERAL	
2. Superintendent Hiring Process (Supplement) (Discussion and Possible Consideration for Action) Director of Human Resources	<p>The Board reviewed and discussed proposals from potential search firms for filling the upcoming vacancy for Superintendent.</p> <p>After discussion, it was decided to have representatives from several of the search firms provide presentations to the Board at the March 14 regular meeting.</p>
ADJOURNMENT:	Trustee White moved and Trustee Neal seconded to adjourn the meeting at 6:46 p.m.

#7032

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL	ABA num FUNC LC1	Account num LOC2 L3 SCH T9MPS	Liq Amt	Net Amount
105111/00	WRESTLINGMART.COM		205758481					
175661	PO-170647	01/26/2017 #INV110696		1 01-9426-0-4300-1110-4200-026-0127-96-000 NY F			208.08	208.08
				TOTAL PAYMENT AMOUNT		208.08 *		208.08
				TOTAL BATCH PAYMENT		75,582.49 ***	0.00	75,582.49
				TOTAL USE TAX AMOUNT		22.53		
				TOTAL DISTRICT PAYMENT		75,582.49 ****	0.00	75,582.49
				TOTAL USE TAX AMOUNT		22.53		
				TOTAL FOR ALL DISTRICTS:		75,582.49 ****	0.00	75,582.49
				TOTAL USE TAX AMOUNT		22.53		

Number of checks to be printed: 40, not counting voids due to stub overflows.
Number of zero dollar checks: 3, will be printed.

Pursuant to Rescue Union School District policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payee named herein.

District Designee

Date

[Handwritten Signature] 2-14-17

7033

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date	Description	FD RESC Y OBJT GOAL	FUNC LC1 LOC2 L3 SCH T9MPS			
104986/00		TELEPACIFIC COMMUNICATIONS					
PV-170898	02/09/2017	87592496-0	01-0000-0-5901-0000-7600-081-0000-00-000	NN			1,509.86
PV-170898	02/09/2017	ADJ	01-0000-0-5901-0000-7600-081-0000-00-000	NN			-479.97
		TOTAL PAYMENT AMOUNT			1,029.89 *		1,029.89

005634/00		YOUNGDAHL CONSULTING GROUP INC 580046553					
PV-170896	01/31/2017	59624	01-0000-0-5806-0000-7200-080-0000-00-000	N7			336.00
		TOTAL PAYMENT AMOUNT			336.00 *		336.00

TOTAL BATCH PAYMENT	54,318.42 ***	0.00	54,318.42
TOTAL USE TAX AMOUNT	14.08		
TOTAL DISTRICT PAYMENT	54,318.42 ****	0.00	54,318.42
TOTAL USE TAX AMOUNT	14.08		
TOTAL FOR ALL DISTRICTS:	54,318.42 ****	0.00	54,318.42
TOTAL USE TAX AMOUNT	14.08		

Number of checks to be printed: 46, not counting voids due to stub overflows.
Number of zero dollar checks: 2, will be printed.

Pursuant to Rescue Union School District policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual payments to the payees named herein.

District Designer

2-22-17
Date

Batch # 7034

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL	ABA num FUNC LC1 LOC2 L3 SCH T9MPS	Account num	Liq Amt	Net Amount
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104260/00	TAPANES, GEORGE							
	PV-170935	02/28/2017 CLAIM JUMPERS (L)		01-1100-0-5200-0000-2700-024-0000-94-000	NN		17.30	
	PV-170935	02/28/2017 OVERAGE (L)		01-1100-0-5200-0000-2700-024-0000-94-000	NN		-2.30	
	PV-170935	02/28/2017 PARKMOBILE PARKING		01-1100-0-5200-0000-2700-024-0000-94-000	NN		13.54	
	PV-170935	02/28/2017 CITY OF SACRAMENTO PARKING		01-1100-0-5200-0000-2700-024-0000-94-000	NN		5.00	
	PV-170935	02/28/2017 SAFEWAY COOKIES		01-9424-0-4300-1110-1000-024-0000-94-000	NN		18.00	
		TOTAL PAYMENT AMOUNT				51.54 *	51.54	

101567/00	VALLEY TRUCK & TRACTOR COMPANY							
	175035	PO-170141 02/23/2017 REDUCE BY \$1000 PER J.SHIRKMAN 1	01-0000-0-4300-0000-8200-084-0000-00-000	NN C		1,940.74	0.00	
	175035	PO-170141 02/23/2017 REDUCE BY \$1000 PER J.SHIRKMAN 1	01-0000-0-4300-0000-8200-084-0000-00-000	NN O		-940.74	0.00	
		TOTAL PAYMENT AMOUNT				0.00 *	0.00	

100001/00	VERIZON WIRELESS							
	PV-170931	02/18/2017 9780582566		01-0000-0-5901-0000-7600-081-0000-00-000	NN		1,162.18	
		TOTAL PAYMENT AMOUNT				1,162.18 *	1,162.18	

105082/00	WEST COAST SAND & GRAVEL INC	952547952						
	175564	PO-170550 02/23/2017 REDUCE TO \$400 PER J.SHIRKMAN 1	01-8150-0-4300-0000-8110-085-0000-00-000	NN C		5,000.00	0.00	
	175564	PO-170550 02/23/2017 REDUCE TO \$400 PER J.SHIRKMAN 1	01-8150-0-4300-0000-8110-085-0000-00-000	NN O		-400.00	0.00	
		TOTAL PAYMENT AMOUNT				0.00 *	0.00	

102321/00	WOOD, REBECCA							
	PV-170943	02/24/2017 RUDY'S (L)		01-3010-0-5200-1110-1000-075-0000-90-000	NN		10.41	
		TOTAL PAYMENT AMOUNT				10.41 *	10.41	

Inherent to Rescue Union School District policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named hereon.

[Signature] 3-1-17
District Designee Date

TOTAL BATCH PAYMENT	369,430.87 ***	0.00	369,430.87
TOTAL USE TAX AMOUNT	75.35		
TOTAL DISTRICT PAYMENT	369,430.87 ****	0.00	369,430.87
TOTAL USE TAX AMOUNT	75.35		
TOTAL FOR ALL DISTRICTS:	369,430.87 ****	0.00	369,430.87
TOTAL USE TAX AMOUNT	75.35		

Number of checks to be printed: 85, not counting voids due to stub overflows.
Number of zero dollar checks: 10, will be printed.

015 RESCUE UNION SCHOOL DISTRICT J70548
KIP 3/9/17 #7035

ACCOUNTS PAYABLE PRELIST
BATCH: 7035 03/09/2017 #7035 KIP

APY500 L.00.12 03/08/17 14:52 PAGE 11
<< Held for Audit >>

Vendor/Addr Remit name Tax ID num Deposit type ABA num Account num
Req Reference Date Description FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS Liq Amt Net Amount

#7035

TOTAL DISTRICT PAYMENT 117,595.15 **** 0.00 117,595.15
TOTAL USE TAX AMOUNT 17.58

TOTAL FOR ALL DISTRICTS: 117,595.15 **** 0.00 117,595.15
TOTAL USE TAX AMOUNT 17.58

Number of checks to be printed: 50, not counting voids due to stub overflows.
Number of zero dollar checks: 6, will be printed.

Pursuant to Rescue Union School District policy, the El
Dorado County Superintendent of Schools is hereby
authorized and directed to issue individual warrants to the
payees named herein.

2017 3-8-17
District Designee Data

ITEM #: 24A
DATE: March 14, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Administrative Personnel

BACKGROUND:

Periodically changes in administrative staffing occur due to hiring, promotions, resignations or requests for leaves of absence. The Board must formally approve these requests.

STATUS:

The following administrative personnel changes are listed on the agenda.

Name	Personnel Action	FTE	Position	School or Dept.	Effective Date
Steven Doescher	Resignation	1.0	Assistant Principal	Green Valley	6/30/17

FISCAL IMPACT:

Fiscal impact will be reflected in the 2017-2018 budget.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to providing quality education for our students.

RECOMMENDATION:

The Superintendent recommends the Board approve the above personnel actions.

ITEM #: 24B
DATE: March 14, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Classified Management Personnel

BACKGROUND:

Periodically changes in classified management staffing occur due to hiring, resignations or requests for leaves of absence. The Board must formally approve these requests.

STATUS:

The following classified personnel changes are listed on the agenda:

Name	Personnel Action	Position FTE	Position	School or Dept.	Effective Date
Darrien Johnson	Resignation	1.0	Director of Human Resources	District Office	4/18/17

FISCAL IMPACT:

Fiscal impact will be reflected in the 2016-17 budget year.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to providing quality education for our students.

RECOMMENDATION:

The Superintendent recommends the Board approve the above personnel actions.

ITEM #: 24C
DATE: March 14, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Classified Personnel

BACKGROUND:

Periodically changes in classified staffing occur due to hiring, resignations or requests for leaves of absence. The Board must formally approve these requests.

STATUS:

The following classified personnel changes are listed on the agenda:

Name	Personnel Action	Position FTE	Position	School or Dept.	Effective Date
Cynthia McKinney	Retirement	1.0	Library/Media Coordinator	Lakeview	6/30/17

FISCAL IMPACT:

Fiscal impact will be reflected in the 2017-18 budget years.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to providing quality education for our students.

RECOMMENDATION:

The Superintendent recommends the Board approve the above personnel actions.

RESCUE UNION SCHOOL DISTRICT

Item # 25
March 14, 2017

AGENDA ITEM: **2016-2017 Safe School Plans**

BACKGROUND:

In 1997, the Legislature passed Senate Bill 187, Hughs as a way of underscoring the importance of school safety to the overall educational goals of the state. The law mandates safe school planning at every school site grades 1 through 12. It is the intent of the Legislature that schools in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that targets the safety concerns identified through a systematic planning process.

STATUS:

The Safe School Plans are provided for first reading and possible consideration for action. Supplemental Board Policies relating to the following areas are also included.

- ✓ Child Abuse Reporting
- ✓ Suspensions and Expulsion
- ✓ Notifying Teachers of Dangerous Pupils
- ✓ Firearms on School Grounds
- ✓ Sexual Harassment
- ✓ Dress Code
- ✓ Hate Crime Policy
- ✓ Rule/Proceedings on School Discipline

FISCAL IMPACT:

Safe School Planning is a requirement for many Federal and State Grants Program.

BOARD GOAL:

Board Focus Goal I - STUDENT NEEDS

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

RECOMMENDATION:

The Board of Trustees receive the Safe School Plans for 2016-2017 school year for first reading and possible consideration for action.

Rescue Union School District

Green Valley School

SAFE SCHOOL PLAN
2016/2017

Planning
Committee Members

Michelle Winberg, Principal
Sandra Villalovoz, Librarian
Dan Anzini, Parent
Vara Palmero, Teacher

Green Valley School's Mission Statement

At Green Valley Elementary School, we are dedicated to providing our students an excellent education within a caring and nurturing environment.

Green Valley School's Vision Statement

We hold high expectations for our students and provide them with the support they need to meet those expectations. High standards and a commitment to respecting the dignity of others are evident in our classrooms, on our playground, and throughout our wider community.

Desired Change and Action

Areas needing continuous monitoring, improvement or change:

1. Continue promotion of our student character building program and bullying prevention education
2. Improve safety and traffic concerns at our busy crosswalk during drop-off and pick-up
3. Continue focusing on student safety and supervision through rules and procedures training. Implementing PBIS at the start of the 17-18 school year.
4. Update crisis procedures for lockdown safety

Causes of Safety Concerns and Needed Improvements:

1. Students in all grade levels benefit from character building and bullying prevention education. In order to teach our students how to show respect, make good decisions and solve problems, modeling and education is required. An effective program is necessary to keep our students safe and protected from any form of harassment or intimidation.
2. Green Valley continues to experience traffic congestion near our Bass Lake Road crosswalk area during drop-off and dismissal times. Improvements have already been made to maximize the efficiency of the student loading process and increase the flow of vehicles entering the drop-off/pick-up loop, thereby reducing the traffic congestion at the entrance to the school and on Bass Lake Rd. Traffic congestion, however continues to result in heightened frustration of some drivers and lack of respect for crosswalk safety rules.
3. Staff members agree it is necessary to continue the development of an effective school-wide program in which our student body learn and implement school rules and procedures. This will ensure a safe and cooperative school/playground environment for our students. PBIS (Positive Behavioral Intervention and Supports) training is in progress. Staff will be creating videos and lesson plans that explicitly teach the expectations for all areas of our campus.
4. In order to ensure a safe school plan during a crisis, it is necessary to continue updating our crisis procedures for school emergencies. Catapult procedures will be practiced and fine-tuned and outside drills will be practiced.

Note: The concerns described in this Safe School Plan are being addressed on an ongoing basis; many have already been improved. Although the 2016-2017 Safe School Plan covers the entire year, it is due to the RUSD Board of Trustees in March of 2017.

SAFE SCHOOL PLAN

The overall goals for the 2016-2017 school year are:

Goal #1

To provide a school environment where respect, fairness, responsibility, kindness, and other positive character traits are modeled by adults and exhibited by students.

Goal #2

To provide a physically safe school environment for all students, staff members and parents.

Green Valley School SAFE SCHOOL PLAN 2016-2017 ACTION PLAN

Component 1

The School Climate

Goal: To provide a school environment where respect, fairness, responsibility, kindness and other positive character traits are modeled by adults and exhibited by students.

Areas of pride:

- RUSD “*We Care*” Campaign is being emphasized and communicated to parents
- Dedicated, well-trained and nurturing staff
- *Gator Manners*
- Guided Language Acquisition Development (GLAD) personal standards
- Monday morning *Gator Gatherings* on blacktop – announcements, Pledge of Allegiance, Gator Chant
- *Spirit and Manners Awards* are earned by two classes weekly
- *Gators fill buckets!*
- Active Student Council and IMPACT team
- A motivated Parent Teacher Organization
- Modeling and teaching of *GV Monthly Character Traits*
- Bullying prevention program
- *Character Coupons*
- Group and individual counseling sessions
- *Good News Phone Calls* from administration and teachers
- Working relationship with the *El Dorado County Vision Coalition*

Desired change:

- Making our great, positive school culture even better
- Elimination of all bullying behaviors
- All students will exhibit specific manners
- Continued increase in positive character traits displayed by our students

Objective #1: Students will continue to develop and display positive character traits.

1. Related activities: Students will receive direct character instruction by the way of our school-wide character building program. Teachers, staff and administration will model and encourage lessons which promote the monthly character traits (ex: respect, responsibility, fairness, thankfulness, kindness). *Character Coupons* may be provided to students, and *Good News Phone Calls* may be made to parents. Staff will also encourage students to be kind to others through the *Fill the Bucket* program. Students will be encouraged to demonstrate proper manners and respect toward adults and one another. *Gator Manners* will be modeled, taught and expected.
2. Resources needed: Many resources already in place. We plan to order additional signs. We plan to seek

out additional bullying prevention curriculum.

3. Person(s) responsible for implementation: Green Valley staff including principal, teachers and classified staff.
4. Timeline for implementation: 2016--2017

Objective #2: Students will learn and demonstrate proper school expectations by understanding and following rules and expectations in each school location (classroom, blacktop, playground, field, lunch room, etc.). This will be accomplished through staff completing Tier 1 PBIS training in the Spring of 2017. Staff will write lesson plans and create DVD's that show students modelling the desired behaviors. These lessons and DVD's will be implemented at the start of the 2017-2018 school year.

1. Related activities: IMPACT training and service projects. Also, students will be encouraged to demonstrate *Gator Manners* and will be recognized with praise and *Character Coupons* from staff.
2. Resources Needed: Funding for new signage stating expectations for all areas of campus
3. Person(s) responsible for implementation: Principal, Counselor, PBIS team
4. Timeline for implementation: 2017-2018

Objective #3: Incidents of bullying will be eliminated.

1. Related activities: Teachers will continue delivering our bully-prevention program to all grade levels. Fourth and fifth grade classes will receive more intensive and extended instruction, which will include cyber-bullying education. Additionally, teachers, yard supervisors and administration will work with students when needed to resolve conflicts and eliminate incidents of bullying.
2. Resources needed: Resources are already in place. We will work to seek out additional bullying prevention curriculum.
3. Person(s) responsible for implementation: Principal, Teachers, Yard Supervisors
4. Timeline for implementation: 2016-2017

Green Valley School



Bullying Discussion Points



- Share/Introduce Bullying Poster
- Define Bullying in Age-Appropriate Terms

Bullying is the use of force to abuse or intimidate others. It can include verbal harassment, threat, physical assault, coercion and may be directed repeatedly toward particular victims.
- Discuss Differences Between Respect, Disrespect and Bullying



RESPECT	DISRESPECT	BULLYING
		

- Clearly state that bullying is NOT allowed at Green Valley School!
- Discuss the Role/Point of View of the:
 - Bully-Why might someone bully?
 - May have been bullied
 - May be experiencing sadness or stress
 - Victim-How would it feel? How can you avoid being a victim?
 - Use eye contact and assertive posture
 - Be confident
 - Bystander-Notice, don't ignore. What can you do to help?
 - Invite the victim to join you
 - Stand next to the victim
 - Use calm words and tell the bully to STOP
 - Get help from an adult
- Read and Discuss Grade Level-Appropriate Book
 - 1st Grade: "Billy Bully"
 - 2nd Grade: "Sorry"
 - 3rd Grade: "Nobody Knew What to Do"
 - 4th Grade: "Just Kidding"
 - 5th Grade: "My Secret Bully" or "Say Something"
- Review/Discuss Poster
- If you experience bullying, take the following steps:
 - Remember ABCD!
 - Awareness – Is this bullying?
 - Back Off, Take a Brain Break and Breathe!
 - Choices
 - Do it!
- Revisit and Role Play as Needed

Character Building and Positive Discipline 2016-2017



Teachers, staff and administration at Green Valley Elementary work to promote and maintain a safe, structured and nurturing environment for our students. Character building and positive, proactive discipline and social/emotional support are important aspects of our program. The methods and resources listed below are currently being used to create a community of student learners who are caring, polite and well-behaved.

- “How Full is Your Bucket?” is a positive character building program that teaches children about the invisible bucket we all have over our heads. Treating one another with respect, manners and caring adds drops to our buckets. Treating others badly causes drops to fall from our buckets. Gators are taught to fill one another’s buckets! The principal, teachers and staff work to teach students how to *fill buckets*.
- Character Coupons are given (by teachers and staff) for students who are “caught in the act of being,” kind, polite, helpful, respectful, honest, etc. The principal or AP calls all students who have received kindness tickets each week to a common location and thanks them for their good deed. These students are offered a piece of candy at that time.
- Character traits (respect, kindness, trustworthiness, empathy, helpfulness, etc.) are taught to all students throughout the year. Teachers read and discuss stories which focus on each trait.
- Grade level “Rules Assemblies” are conducted by the principal throughout the year to share and discuss procedures, encourage good choices and review important rules.
- Bullying is NOT allowed at Green Valley School! Age appropriate anti-bullying books are read to each class by the principal (and, in some cases, by the teacher) to define bullying, increase bullying awareness, identify the roles of the victim, bully and bystander and to discuss steps to stop bullying behavior.
- The Green Valley Counselor works to promote positive social and emotional growth for all children at our school. The counselor conducts classroom lessons and works with students on individual and group basis.
- Gator Manners are taught and posted in every classroom:
 - Always say “please” and “thank you”
 - Greet others as you walk by
 - Open doors for others if you arrive there first
 - Pick up trash when you see it; then wash your hands
- Gators Fill Buckets!

Green Valley School Discipline Program

Staff and principal have the professional right to use discretion in determining appropriate disciplinary action.

STOP	HALT	Office Referral
<p>STOPS should be written for minor to moderate infractions. STOPS may be written by teachers, para-educators and yard supervisors. Students should receive a STOP for the following:</p> <ul style="list-style-type: none"> ● Running (except on blacktop and field) ● Yelling/screaming inappropriately ● Playing in line ● Getting out of line ● Playing after the whistle ● Throwing food at lunch or snack ● Not picking up one's own trash ● Playing unfair in a game ● Mild teasing ● Mild insults ● Mild name-calling ● Mild inappropriate language ● Cheating (1st – 3rd grade) ● Other 	<p>HALTS should be written for moderate infractions. HALTS may be written by teachers, para-educators and yard supervisors. Students should receive a HALT for the following:</p> <ul style="list-style-type: none"> ● Moderately inappropriate language ● Moderate or repetitive teasing ● Rough play ● Cheating (3rd – 5th grade) ● Participating in food fight ● Hurting another through careless behavior ● Disrespectful behavior ● Defiance ● Severe poor sportsmanship ● Other 	<p>Office Referrals should be written for moderate to severe infractions. Office Referrals may be written by teachers, para-educators and yard supervisors. Students should receive an Office Referral for the following:</p> <ul style="list-style-type: none"> ● Severe teasing ● Making threats to physically hurt another ● Intentionally hurting another ● Severely inappropriate language ● Showing the middle finger ● Bullying – intentional, repetitive acts causing physical or emotional harm to another ● Hitting, kicking, pushing ● Possession of a weapon ● Causing serious injury to another ● Stealing ● Severe Defiance ● Cheating on tests (4th/5th grades) ● Other
<p><u>Consequences for STOPS:</u> Depending on the situation, staff or teacher may choose one or more of the consequences listed below:</p> <ul style="list-style-type: none"> ● Verbal warning/discussion ● Recess time-out ● Recess detention ● Parent phone call from teacher after 3 STOPS ● Multiple STOPS (5+- per trimester) will result in student visiting the principal 	<p><u>Consequences for HALTS:</u> Depending on the situation, teacher may choose one or more of the consequences listed below:</p> <ul style="list-style-type: none"> ● Parent should be notified by teacher after for each HALT ● Lunch detention(s) in D-8 ● Office detention(s) ● Loss of school privilege (ex. Fun Friday) ● 2 HALTS in one trimester results in a visit to the principal 	<p><u>Consequences for Office Referrals:</u> Depending on the situation, the principal may choose one or more of the consequences listed below:</p> <ul style="list-style-type: none"> ● Visit to the principal ● Office detention(s) ● Parent notification ● Record of misbehavior recorded in Aeries database ● In-house suspension ● Suspension from school for 1-5 days ● Suspension from school for up to 10 days ● Expulsion

Green Valley School SAFE SCHOOL PLAN 2016-2017 ACTION PLAN

Component 2

THE PHYSICAL ENVIRONMENT

Our goal is: To provide a physically safe school environment for all students, staff members and parents.

Areas of pride:

- Student involvement in improvement of physical environment
- Attractive school facilities
- Clean school facilities and environment
- Open community garden
- Pleasant courtyard and sitting area
- Benches placed around the outdoor stage grass area
- Benches placed in the courtyard to encourage a parent gathering area
- Traffic flow in parking lot and on Bass Lake Road has improved
- New ADA compliant ramp leading from Foxmore Drive on to the school campus

Desired change:

- Resurfacing of upper field to allow safe activity for students and an aesthetically pleasing field environment
- Improved cleanliness of school grounds is necessary
- Reinstate classroom recycling program (Spring 2017, Impact is taking charge of recycling)

Objective #1: Although steps have been taken to improve student drop-off and pick-up efficiency over the last few years, traffic flow and crosswalk safety remains in need of improvement.

1. Related activities: Crossing guards have expressed the need for improved crosswalk safety. We will request more patrol from CHP. We are planning to order a school crossing caddy to help with safety alert visibility for drivers.
2. Resources needed: Crossing Caddy
3. Person(s) responsible for implementation: Administration
4. Timeline for implementation: 2016-2017

Objective #2: Continue to focus on strategies to ensure effective student supervision and student safety.

1. Related activities: All visitors and volunteers will sign in and out of the visitors log in the office. A

highly visible visitor's stick-on badge will be issued at that time, serving as an indicator that they have signed in. Parent volunteers who are cleared through DOJ and FBI will wear official badges while on campus.

2. Resources needed: Visitor's log and highly visible visitor's badges. Cleared parent volunteers will wear official badges.
3. Person(s) responsible for implementation: Principal, AP, office staff, teachers and yard duty
4. Timeline for implementation: on going

Objective #3: Continue to focus on strategies to make students and classrooms safe and secure. Continue to practice emergency/crisis procedures using our Catapult communication system and procedures. Practice outdoor emergency procedures.

1. Related activities: All classrooms and buildings will remain safe and secure. Principal will work with staff to practice outdoor emergency/crisis procedures.
2. Resources needed: I Pads or chromebook for secretaries to assist with Catapult communication if evacuating outdoors
3. Person(s) responsible for implementation: Principal, office staff, technology team
4. Timeline for implementation: 2016-2017

Evaluation criteria and timeline: Goals will be evaluated informally throughout the school year and formally at the end of the school year. Evaluation criteria will include staff and parent survey data, as well as anecdotal observations from staff members and parents.

Jackson School's Mission Statement

The Jackson School Staff, working in partnership with parents and our community, will strive to provide excellence in academics and the thinking and interpersonal skills necessary for all students to reach their maximum potential.

We are committed to providing a safe learning environment where all students are valued and respected.

Rescue Union School District Vision Statement

Rescue Union School District is known and respected for quality education programs and prepares students for the ever- changing challenges of society. Rescue students succeed with the active support of families, staff, and community members. Students are literate, self-reliant, respectful citizens who are prepared for the future.

JACKSON ELEMENTARY SCHOOL
CORE VALUES

We will constantly strive to meet the highest standards of **honesty** and **integrity**.

We have **pride** in our students, ourselves, our colleagues, and take **ownership** of our school.

We treat each other with **dignity, courtesy, and respect** regardless of our position or assignment.

We are **responsive** to our families and strive to create a caring community as we work to assist each child through support of the family as a whole.

We emphasize the **joy** in learning by making childhood a fun, rewarding experience for children.

We continually strive to improve our performance through **training, education, and commitment** to our profession.

Desired Change and Action

Areas needing improvement or change:

1. The field has some pot holes and continued irrigation issues, it needs to be completely replaced.
2. Some red half circles outside classroom doors that open outward are missing or need to be re-painted.
3. We will continue our focus on positive student behavior and continue to support students in developing strong social skills through classroom and lunchtime activities and assemblies.
4. Standing water in front of F-wing classrooms is a safety hazard from algae growth.
5. There is a need for outdoor lighting on the ramp leading down to the F-wing in front of play structure.
6. Leaks in the roof continue to be a problem in classrooms each year .
7. The retaining wall on the black top and around the lunch area is missing cap stones in several locations around the wall.
8. There is a large puddle that forms at the base of the walkway down to the black top.
9. There is a need for a water fountain that functions on the outside of the Ruppel Center.
10. The play structure needs the chain link climbing wall replaced (SIA Audit)
11. The front parking lot needs to be restriped.

Causes of Safety Concerns and Needed Improvements:

1. The field has some dangerous pot holes and irrigation system is in adequate and the field is in need of a complete replacement project.
2. Red half-circles need to be painted outside all the classroom doors to avoid students being injured by doors opening and hitting them.
3. Student behavior is always an ongoing area of focus. We continue to model and celebrate appropriate behavior as well as teach conflict resolution skills to the students
4. Standing water in front of F-wing is stagnate and slippery.
5. It is extremely dark in the evening on the ramp leading down to the F-wing and teachers are worried about falling.
6. Roof leaks seem to come back in the same rooms year after year.
7. The retaining wall around the black top and around the lunch area is in need of attention and repairs.
8. Inadequate drainage at the base of the walk way onto the field has created a large puddle to form in the rain. The irrigation drain needs to be dug out so the water can drain.
9. Students have to go inside the Ruppel Center to get a drink and there is no supervision when the weather is nice outside.
10. The play structure needs a new chain link climbing wall, it broke earlier this year.
11. The parking lot lines are significantly faded.

JACKSON ELEMENTARY SCHOOL SAFE SCHOOL PLAN

The overall goals for the 2016-2017 school year are:

Goal #1

To maintain the physical environment of the school by addressing any safety concerns on campus in a timely manner.

Goal #2

To support the emotional and social development of our students through positive recognition programs including Character Counts and through the conflict mediation programs.

JACKSON ELEMENTARY SCHOOL SAFE SCHOOL PLAN 2016-2017 ACTION PLAN

Component 1

The School Climate

Our goal is: To create a positive school climate where students are valued and respected.

Areas of pride and desired change:

Areas of Pride

- Character Counts monthly celebrations
- School-wide flag Ceremonies
- Patriotic Assemblies
- Student Talent Shows
- Stories From the Yard conflict resolution program
- Student Leadership Team
- School Spirit contests and events
- Garden Lessons focusing on respect for others and the environment
- Life Skills curriculum in 4th and 5th grade
- Community service projects through classrooms and leadership elective
- Lunch Bunch Activities
- Character Counts Performance Assemblies (Folsom Lake College)
- Safe & Civil Schools
- PAWS videos
- Invisible Mentoring
- Lunch with the Principal

Areas of Desired Change

- Bullying behaviors

Objective #1: To curb bullying behaviors and to teach students how to respond to a bully.

1. Related activities:

- Principal will show the video “Gum in My Hair” in fourth and fifth grade classrooms and lead a class discussion following the video.
- Principal is available to visit classrooms and facilitate Stories from the Yard with each class of students once a month.
- Teachers will reinforce the character trait of the month through classroom discussions.
- Monthly Character Counts Assemblies acknowledging individual students for exemplifying the traits.
- Participate in the Primary Intervention Program for students at-risk.
- Host “Harry the Horse” Character Counts Assembly.
- Use invisible mentoring to connect with students at risk.

2. Resources needed: Video has been purchased.

3. Person(s) responsible for implementation: Principal.

4. Timeline for implementation: Video will be shown in Spring 2017 in every upper grade classroom.

Objective #2: To help students develop conflict resolution skills.

1. Related activities: PAWS videos which outline rules for behavior and student kindness videos produced by Video Production Class.
2. Resources needed: Video series (has been produced).
3. Person(s) responsible for implementation: Principal/teachers.
4. Timeline for implementation: Ongoing during the school year 2016-2017.

Objective #3: To empower students to help one another with conflicts and to help students recognize each other's positive behavior.

1. Related activities: Character Counts lessons, assemblies, and Stories from the Yard lessons, Primary Intervention Program.
2. Resources needed: Materials (already purchased).
3. Person(s) responsible for implementation: Principal and teachers.
4. Timeline for implementation: To begin Fall 2016.

Budget: None.

Evaluation criteria and timeline: In the spring of 2017 we will take a student survey and we will review discipline records.

JACKSON ELEMENTARY SCHOOL SAFE SCHOOL PLAN 2016-2017 ACTION PLAN

Component 2

THE PHYSICAL ENVIRONMENT

Our goal is: To maintain a safe physical environment by promptly responding to safety concerns.

Areas of pride and desired change:

Areas of Pride

- New ramps and cement walkways around the buildings on campus
- Updated bathrooms with handicapped accessibility
- School garden and outdoor science classroom
- Video Production Lab
- Outdoor Science Center by primary classes
- Weather station

Areas of Concern:

- The field needs to be replaced.
- The red half circles outside the classroom doors need to be redone campus-wide.
- Continue focus on reducing discipline by continued focus on supporting positive behavior.
- Standing water outside F-wing creates an algae problem and a slipping hazard.
- Lighting needed on ramp down to F-wing.
- There are roof leaks every winter in the same portable classrooms.
- The retaining wall around the black top and lunch area are missing cap stones across the top.
- There is a puddle forming on the blacktop at the base of the narrow walkway- needs drainage to be dug out so water can get to the drain.
- The play structure has a safety hazard noted by SIA because the chain link climbing structure is missing from the frame.
- The parking lot lines are very faded and in need of new paint.

Objective #1: To be observant of our surroundings by watching for safety concerns and responding quickly to those concerns by alerting the administration and filling out work orders.

1. Related activities: Make sure that all staff alert administration to safety concerns and that work orders are filled out and completed in a timely manner.
2. Resources needed: None.
3. Person(s) responsible for implementation: Principal and staff members.
4. Timeline for implementation: Ongoing discussions throughout the year at staff meetings and yard supervisor meetings.

Objective #2: To continue to focus on adequate lighting at night on the school campus and parking lot.

1. Related activities: Have custodial staff walk the campus weekly at night and do a “lighting” check to ensure that all lights are functioning. Have additional lighting put in on the ramp to the F-wing.

2. Resources needed: Light bulbs and fixtures.
3. Person(s) responsible for implementation: M & O Coordinator and the Lead custodian.

4. Timeline for implementation: All year.

Budget: Unknown.

Objective #3: Continue to monitor flow of traffic in the school parking lot and on surrounding streets.

1. Related activities: Get feedback from adult crossing guards regarding any safety issues that arise, continue Safety Corner in school newsletter.

2. Resources needed: Recommended list of safety items/signs and equipment from adult crossing guards.

3. Person(s) responsible for implementation: Principal.

4. Timeline for implementation: All year.

Budget: \$250.00

Evaluation criteria and timeline: Once items are purchased, check effectiveness of new materials.

Rescue Union School District

Lake Forest Elementary School

SAFE SCHOOL PLAN
2016/2017

Planning
Committee Members

Bruce Peters, Principal
Sue Belli
Kelly Brancoli
Monica Baker
Carol Tinney
Tina Peterson
Jennifer Rouen
Julio Quinones
Tim Scharf
Rebecca LaBau

Lake Forest Elementary School Mission Statement

Lake Forest Elementary School, with the strong support and involvement of our parents and community, is committed to providing all our students with the academic, social and technological tools they need to excel both now and in their future endeavors.

Our staff is dedicated to providing a standards-based program, which emphasizes achievement, both academic and social, at the highest levels of excellence to meet the unique needs of all students.

We will provide our students with a broad range of educational experiences, study skills and organizational tools needed to become adaptable, flexible thinkers, who are proud of themselves and their accomplishments, who take responsibility for their actions, and who are ready to contribute to our school and community.

Lake Forest Elementary School Vision Statement

Lake Forest Elementary School is an excellent school, providing a well-rounded education in a safe, positive atmosphere that challenges each student to achieve to his or her highest potential.

Parents and staff work together in cooperation to ensure that all students have an equal opportunity to learn and have the resources necessary to support their learning needs. Student academic achievement is supported by the standards-based curriculum, creative input from a highly skilled, diverse teaching staff and community volunteer resources.

All students are challenged to work to their greatest potential and to embody the responsible social skills and positive character traits encouraged in all Lakers.

Desired Change and Action

The School Climate

- Areas needing improvement or change:
 1. Continue to promote campus pride and spirit
 2. Student behavior
 3. Create and incorporate Safe and Civil Schools policies and raise the “Emotional Intelligence” of staff and students at school.

- Causes of Concerns and Needed Improvements:
 1. Increased concerns nationwide related to school safety and how school communities prepare for and respond to a crisis
 2. Our student leadership group would like to promote campus pride for students of all ages.
 3. Work with our staff and parents have identified a need for increased programs dealing with social issues.

The Physical Environment

- Areas needing improvement or change:
 1. Improve effectiveness of site safety equipment; make necessary repairs and/or additions
 2. Move forward with projects that add to the beautification and overall physical environment for the benefit of our community
 3. Add benches or other structures that promote student safety and positive social interaction

- Causes of Safety Concerns and Needed Improvements:
 1. In a cooperative effort to improve the beautification of the school, we are coordinating efforts with the Lake Forest PTC to improve our site in many areas such as the garden, the grass area in front of the library and surrounding landscape in multiple areas of the campus.

Lake Forest Elementary School

SAFE SCHOOL PLAN

The overall goals for the 2016-2017 school year are:

Goal #1 School Climate

- Promote school pride and spirit
- Promote conflict resolution in positive ways
- Teach students how to handle social problems on the playground
- Update and improve safety response procedures using new equipment and information provided by RUSD and local law enforcement agencies

Goal #2 Physical Environment

- Maintain student safety
- Continue school beautification projects
- Improve parking/traffic procedures

SAFE SCHOOL PLAN 2016-2017 ACTION PLAN

Component 1

THE SCHOOL CLIMATE

Goal: To promote positive resolutions of interpersonal conflicts

A. AREAS OF PRIDE

Lake Forest staff and parents work together in creating a positive atmosphere for students in both the learning and social aspects our school. There are many groups and activities in place, which are directed towards helping students, learn to interact in a positive manner.

- School Site Council
- Check In/Check Out Program
- Social development classes
- Buddy Classes
- Yard Supervisor Handbook
- Parent volunteer program
- After School Enrichment programs
- Charity drives
- Safety Patrol
- Character Counts Education
- Trimester Honor Roll (4th-5th)
- Enrichment Classes/Activities (Enrichment after school, Feelin' Good Mileage Club, After School Sports, Drama and Dance Instruction)
- Student Leadership
- Rotary Student of the Month Award

B. OBJECTIVE #1

Staff and students will support monthly positive character trait recognition

1. Related activities:
 - a. Teachers will continue to provide classroom support for managing interpersonal issues.

- b. Students will learn about positive character traits in the classroom monthly through Character Counts Lessons
 - c. Social stories will be presented to students in primary grades through lessons presented by the school psychologist.
2. Resources needed:
 - a. Bulletin boards displaying character traits.
 - b. Class lessons related to the monthly trait.
 - c. Purchase of social stories and teacher materials.
 3. Person(s) responsible for implementation: Administration, staff, School Psychologist
 4. Timeline for implementation: 2016-2017

C. OBJECTIVE #2

Maintain on-campus supervision of students and help students resolve conflicts in positive ways.

1. Related Activities:
 - a. Provide a substitute list for yard supervisors
 - b. Yard supervisor training/ meetings
 - c. Provide conflict resolution training techniques to supervisors
 - d. Assemblies that address bullying and other negative behaviors
 - e. Introduction of the PIP (Primary Intervention Program) to students in grades K-5 through individual counseling and lunch groups focused on overcoming social difficulties.
 - f. Additional social skills training by our school psychologist, focused on recognizing severity of issues and giving students a set of tools to manage situations effectively.
 - g. Additional guidance to students to teach playground expectations, such as rules for popular games.
2. Resources needed:
 - a. Trainings/Workshops for both students and parents
 - b. Newsletter advertisement for substitute list
 - c. Books and articles on conflict resolution and bullying
 - d. Qualified speakers for assemblies (A Touch Of Understanding and other reputable sources).
 - e. Up to date materials that help students/staff learn about conflicts and provide options for addressing unsafe behaviors on campus
 - f. Facilities for PIP to hold counseling sessions for individuals and lunch groups.
3. Person(s) responsible for implementation: Administrator, Teachers, School Psychologist

4. Timeline for implementation: 2016-2017

D. BUDGET

1. Funds required for yard supervisor salaries
2. Resource materials paid by site funds

E. EVALUATION CRITERIA AND TIMELINE

Fewer conflicts will occur as measured by fewer referrals to the office. A decrease in the number of students identified on the playground as needing playmates or social interaction will be reported by staff. The number of children recognized for positive behavior will increase.

Goal: To increase a sense of involvement and improve campus pride and awareness.

A. AREAS OF PRIDE

- Buddy Classes
- Student recognition for accomplishments
- Parent Newsletter
- Parent Email Notifications
- PTC School activities
- End of year award assemblies
- Safety Patrol
- Classroom Newsletters
- Recycling Program
- Articles about school activities in local newspapers
- Honor Roll (grades 4th-5th)
- Community Service Projects
- Weekly Spirit Competition (Spirit wear)
- Student Leadership Team

B. OBJECTIVE #1

Behavior standards will be defined to improve school spirit and develop positive peer interactions.

1. Related activities:
 - a. A different positive character trait will be emphasized each month.
 - i. A drawing of names of those nominated by teachers and yard duties for demonstrating each trait will be created. Those chosen will have lunch with the Principal.
 - b. Academic achievement will be recognized each trimester through the Honor Roll program (grades 4th-5th).
 - c. Students will be counted in each class for wearing Lake Forest shirts. The class with the most will possess the “Spirit Award” for the week.
2. Resources needed:

Funds for recognition materials: award certificates, pencils, and ribbons, treasure box prizes.
3. Person(s) responsible for implementation: Administrators, PTC, Staff.
4. Timeline for implementation: 2016-2017.

C. OBJECTIVE #2

Interaction between school and families will be encouraged to promote a sense of community.

1. Related activities:
 - a. School wide activities such as Dance Extravaganza, Open House/Book Fair, Math fest, Science Show and the Spring Art show will be held.
 - b. Fall/Spring Movie Night
 - c. Breakfast with Santa
 - d. Family Fun Night
 - e. Student-led assemblies
 - f. Spirit Days
2. Resources needed: Volunteer support, PTC support, and clerical support
3. Person(s) responsible for implementation: Administrators, PTC, SSC, and Staff.
4. Timeline for implementation: 2016-2017

D. OBJECTIVE #3

To develop a sense of neighborhood belonging, community involvement with Lake Forest School will be increased.

1. Related activities:
 - a. Community related events would be explored possibly involving local businesses.
 - b. Family member participation in events such as Hero Day and Annual Veterans Day assembly.
 - g. Local Veterans will be invited to participate in our Veterans Day Assembly.
 - h. Lake Forest will continue its coordination with the American River Conservancy promoting environmental education and working on nature projects on campus.
 - i. Cyber bullying presentations will be offered by the Rescue Union School District to educate families on the dangers of online use by students
 - j. Continue partnerships with local media.
 - k. Continue fundraising programs/sponsorships with local businesses (funds donated to PTC and distributed to individual teachers through the office for classroom use).
2. Resources needed: Volunteer support, PTC and site funding for campus nature projects.
3. Person(s) responsible for implementation: Administrators, PTC, staff

4. Timeline for implementation: 2016-2017

E. **OBJECTIVE #4**

Improving campus appearance will lead to greater student pride and school spirit.

1. Related activities:
 - a. Recycling programs
 - b. Campus clean up days will be continued as needed.
 - c. Life Lab gardens and environmental habitat areas will continue to be a part of the curriculum, and students will be encouraged to take pride in the appearance of the areas.
 - d. Earth Day activities will be emphasized as a continual commitment to the Lake Forest campus, including planting bulbs, flowers, and native plants.
 - e. Grants and donations will be sought to complete campus projects.
 - f. Eagle Scouts will continue to complete campus projects.
 - g. Students will continue their stewardship of our nature area by maintaining the native plant preserve established through the coordinated efforts of Lake Forest and the American River Conservancy.
2. Resources needed:
 - Volunteer support
 - Staff collaboration
 - Student council advisor
3. Person(s) responsible for implementation: Administrators, PTC, Student Leadership advisor
4. Timeline for implementation: 2016-2017

F. **OBJECTIVE #5**

Recognizing that the move to Middle school is a major step in our students' lives, we will provide activities to aid in an easier transition to middle school.

1. Related activities:
 - a. Organized visits to Lake Forest 5th graders by middle school Administrators and students, explaining programs and expectations.
 - b. A field trip/orientation to the middle school will be held for all 5th grade students.
2. Resources needed:
 - Volunteer support
 - Collaboration with middle school administration, their teachers and students who are chosen to share experiences with our students.

3. Person(s) responsible for implementation: Administrator, 5th grade teachers
4. Timeline for implementation: 2016-2017

G. BUDGET

1. Most of these activities will require volunteer support with some materials possibly requested from PTC.

H. EVALUATION CRITERIA AND TIME LINE

1. The need for lunchroom and playground disciplinary action will decrease.
2. Assessment of success will be measured in part from parent survey responses in the spring and the Healthy Kids Survey taken in the fall.

Lake Forest Elementary School SAFE SCHOOL PLAN 2016-2017 ACTION PLAN

Component 2

THE PHYSICAL ENVIRONMENT

Goal: To continue to maintain a safe and secure physical environment for students and staff of Lake Forest School and enhance the available facilities.

A. AREAS OF PRIDE

Lake Forest School has in place a number of programs and activities, which are directed towards the physical safety and improvement of facilities:

- Campus Beautification Projects
- Computer Lab Upgrades (replacement of aging computers)
- Classroom upgrades in technology
- PTC fundraising achievements
- Visitor/Volunteer registration and ID badge program
- Yard Duty program – handbook, vests, training
- Safety Patrol
- Emergency clipboards and backpacks for classrooms

B. OBJECTIVE #1

Maintain current conditions of student drop-off and pickup in parking lots and street areas around campus.

I. Related activities:

- a. Safety Patrol – fifth grade students will have the opportunity to participate in Safety Patrol.
 - i. Student protocols will be improved to increase safety. Longer signs at the main office crosswalk and at the end of the drop off lane (Kensington) will be purchased to keep student volunteers from entering driving areas.
- b. Teachers will serve on duty teams to provide consistent enforcement of policies.
- c. Cones and signs will be placed in areas to encourage traffic to flow around the West side of the parking lot.

- d. Additional student crossing signs will be purchased.
 - e. A parking lot brochure will be provided to parents at Back to School Night, which displays safe traffic flow patterns.
 - f. Reminders will continue to be put into the Lake Forest monthly newsletters and monthly email notifications to families.
 - g. Additional reminder signs will be put up to encourage safety first attitudes.
- 2. Resources needed:
 - a. Support of District Maintenance Department, Lead Custodian
 - b. Safety Patrol training
 - c. Safety vests
 - d. Additional hand-held stop signs and cones
 - 3. Person(s) responsible for implementation: Lead Custodian, Director of Facilities, Administration, Safety Patrol Coordinator
 - 4. Timeline for implementation: 2016-2017

C. OBJECTIVE #2

For all students to have an understanding of playground rules, including Lake Forest Elementary adopted game rules.

- 1. Related activities:
 - a. Teachers will teach technique and rules for playground games
 - b. All grade levels will be reminded of playground expectations/rules by the Principal on the first day of school. Follow up will occur throughout the year.
 - c. Game rules will be taught and revisited throughout the year
 - d. Specific areas will be designated on the playground for playing games
 - e. Training will be conducted for yard supervisors, and each trimester meetings will be held for sharing concerns and improvement policies
 - f. More structured policies on rainy mornings will be developed to reduce safety issues and improve process for transferring students to classes when school begins.
- 2. Person(s) responsible for implementation: Administration, staff, yard supervisors
- 2. Time line for implementation: 2016-2017

D. OBJECTIVE #3

All school personnel will continue to improve consistency of general school maintenance, beautification, safety, and security.

- 1. Related activities:

- a. Parent volunteers and community members will be encouraged to assist with school observation and crime reporting (vandalism). Notice of numbers to call to report problems will be posted on the school site.
 - b. A work order log will be kept to track physical needs as they are reported and for follow-through and completion of maintenance tasks. (weekly)
 - c. Classrooms will continue to conduct campus beautification projects involving the grounds and buildings through collaborative efforts of staff and our Parent Teacher Council Beautification Coordinator.
 - d. Recycling efforts will continue; leadership of those efforts will be shared between classrooms and parent volunteer(s).
 - e. Eagle Scout projects will continue to be considered as possible option to improve the beautification of the site.
 - i. Backpack hooks will be built through a student project and installed with the assistance of PTC Beautification and District M&O personnel.
 - f. Local organizations will continue to be a valuable resource for volunteerism that improves the school environment. The Girl Scouts consistently provide beautification projects annually.
 - i. The Girl Scouts will install a Buddy Bench on the playground and will work with site administration to inform students of its usage to improve friendships on at school.
 - g. The PTC Beautification Committee will improve the condition of Kindergarten area by fixing deteriorated play structures and painting playhouse.
 - h. Staff will practice using the Catapult System Crisis Response Program to maximize communication during and after an emergency.
 - i. Markers in the gymnasium will be placed to designate class gathering areas on rainy mornings to improve supervision and standardize transfer to classrooms in a safe manner.
2. Resources needed:
 - a. District maintenance personnel schedules will dictate the on-going usage of new communication system.
 - b. Lake Forest PTC will fund the purchase of walkie talkies for each room to maintain communications despite loss of power to the site.
 - c. Lake Forest will continue to work with local Boy Scout Troops for possible Eagle Scout project options at the site.
 - d. Site donation, Student Council funds and PTC contributions have been secured for improvements.
 - e. Administration will schedule training and drills using Catapult System to increase staff familiarity and maximize usage during an emergency.
 3. Person(s) responsible for implementation: All staff, Administration, Facilities Department and Lake Forest PTC.
 4. Time line for implementation: 2016-2017

E. OBJECTIVE #4

Staff will continue to enforce and improve visitor policy on campus.

1. Related activities:
 - a. All staff, parents and students will be encouraged in the reporting of unfamiliar/unidentified persons on campus.
 - b. Staff will enforce volunteer sign-in procedures and the wearing of Volunteer/Visitor stickers for all non-employees.
 - c. Volunteer information will be collected and reviewed frequently according to district policy (background checks, TB screening) to ensure all individuals on campus are cleared appropriately to assist students.
 - d. Yard Supervisors will wear identifying vests while working on campus grounds.
2. Resources needed: ID badges, vests, and signage to post volunteer policy.
3. Person(s) responsible for implementation: Administration, Human Resources Department, Staff
4. Timeline for implementation: 2016-2017

F. BUDGET

1. District maintenance funds will be used to continue parking and traffic designations.
2. Site funds will be used to provide yard duty materials.
3. PTC donations, past student council and site funds will contribute to the completion of the gardening project and those conducted in coordination with the PTC Beautification Committee.

G. EVALUATION CRITERIA AND TIME LINE

1. Smooth traffic flow and decreased danger to students arriving and departing will be evident.

2. Completion of maintenance tasks on campus in a timely fashion and general appearance of grounds will be evident. Students will feel satisfaction in contribution to campus care.
3. Parents will feel sense of security and safety of children on campus. This will be assessed through the yearly parent survey.

Rescue Union School District

LAKEVIEW ELEMENTARY SCHOOL

SAFE SCHOOL PLAN 2016-17

Planning Committee Members

Hilaria Diaz	Lead Custodian
Roxanne Simmons	Teacher/S&C Schools Rep.
Jennifer Dermer	Teacher/S&C Schools Rep.
Beth Weisser	Teacher/S&C Schools Rep
Tamara Barry	Teacher/Safety Patrol Advisor
Lisa Thoms	Teacher/IMPACT Advisor
Kathy Miracle	Principal
*Anna Doughty	Secretary/SSC
*Samantha Casey	Parent/SSC
*Jim Gordon	Parent/SSC
*Shelle Limoncelli	Parent, SSC
*Additional Participants	

Lakeview's Mission Statement

Mission Statement

The mission of Lakeview Elementary is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.

Lakeview's Vision Statement

Vision Statement

Lakeview Elementary will provide a learning environment in which students acquire high levels of knowledge, skills, and understanding that will open doors of opportunity and prepare them for thought and action in the wider world. Each student will be known as a person and a learner who will experience the joy and challenge education brings as individuals in a community. Each student will develop the skills, attitudes, and behaviors to become principled, ethical citizens who give and receive support in the process of learning.

Desired Change and Action

Areas needing improvement or change:

1. Continue to identify and respond to areas of concern for student and staff safety as a result of discussions and surveys of students, staff, parents and input from the California Highway Patrol, the El Dorado County Sheriff's Dept.
2. Review and re-teach consistent school rules and procedures and provide positive reinforcement for students who display positive citizenship. Develop classroom, grade-appropriate lessons to reduce social aggression.
3. Increased opportunities for students to be involved in and recognized for activities that inspire cooperation, develop positive peer interaction, and build character, with an emphasis on good manners.

Causes of Safety Concerns and Needed Improvements:

1. (a) There is a need to review and revise emergency response procedures. Specific changes have been made for Lockdown (Intruder) procedures. Staff will use drill practice to reinforce the procedures. (b) In addition, increased need for regulating traffic flow into parking lots during arrival and dismissal times creating unsafe areas for students.
2. In order to build a healthy student culture, we want to continue to increase the instruction and support in areas of building character and leadership skills, increase positive affirmation for good citizenship and increase the opportunity for service to the community.
3. We know that student involvement in their school community is a great predictor of success. Also, students need to be "heard" and need to have opportunities to contribute, lead and learn through providing service to others.

LAKEVIEW ELEMENTARY SAFE SCHOOL PLAN

The overall goals for the 2016-17 school year are:

Goal #1

Our goal is to develop increased opportunities for students to be involved in positive/safe/cooperative activities that develop character and leadership skills, provide opportunities to offer service to other, and reduce social aggression.

Goal #2

Our goal is to continually revise and re-teach consistent school rules and procedures as needed to provide positive reinforcement for students who display positive citizenship.

Goal #3

Our goal is to review safety procedures and protocols as they pertain to response and/or readiness to emergency situations and to provide appropriate supervision of students during school hours.

LAKEVIEW ELEMENTARY SAFE SCHOOL PLAN 2016-17 ACTION PLAN

Component 1

The School Climate

Our goal is to provide opportunities for students to be involved in activities and behaviors that develop character and leadership.

Areas of pride and desired change: We are proud of the warm, welcoming, and positive atmosphere the Lakeview community has worked to create and has come to expect. Our desire is to continue to provide non-competitive activities and games at recess. In addition, there is an ongoing need to continue to develop problem solving/problem resolution skills with activities designed to teach and model character.

Objective #1: Teach and reinforce playground/lunchroom and campus safety rules to students

1. **Related activities:** Ongoing training of staff in revised procedures and policies developed with Safe and Civil Schools team and establish clear expectations for appropriate behavior; consistent follow through with school-wide discipline procedures; teachers reinforce and fully support school/playground rules to students after receiving lesson plans developed with Safe and Civil School team. IMPACT Student Leadership will work to create and film a DVD to demonstrate rules and expectations.
2. **Resources needed:** Peaceful Playgrounds curriculum, Safe and Civil School Team, Lesson Plans, and Character materials to reinforce teaching of good character. Time should be allocated for Lakeview staff to articulate together, as well.
3. **Person(s) responsible for implementation:** Principal, Teachers, Yard Supervisors; Safe and Civil School Team
4. **Timeline for implementation:** On going
5. **Budget:** Site/donations

Objective #2: Provide social and communication skills to empower children to problem solve and resolve their own conflicts and relate to each other in a positive and healthy manner.

1. Related activities: Continue to teach children options in resolution of conflicts. Teach positive interaction and highlight student behavior which demonstrates the positive traits. Students are recognized in their classrooms for demonstrating the positive character traits: respect, trustworthiness, citizenship, fairness, responsibility, and caring.

2. Person(s) responsible for implementation: Classroom teachers, principal, yard supervisors, support staff

3. Timeline for implementation: Ongoing.

Evaluation criteria and timeline: Decreased number of referrals to principal for conflicts and an increase in student feedback saying they feel safe and successful at school.

Objective #3: Continue with opportunities for students to participate in activities that build character and citizenship. Monitor the success of the programs by tracking positive notices, citizenship grades and awards and developing ongoing dialog with students and parents regarding programs. Continue with character building. Continue to support the teaching of good character values. Add school participation in Hands4Hope to increase opportunities for students to participate in positive activities in service to others, as well as continued participation in the IMPACT Student Leadership Program (4th/5th grade).

1. Related activities: Resources needed: Continue to track the number of positive notices to students and parents, i.e. *Eagles Nest cards*, *Eagle Eye notes*, postcards, IMPACT, *Safety Patrol*, *Big Buddies*, *Character Building Programs* and school-wide assemblies. Add resources for teachers to implement in classroom to acknowledge good behavior.

2. Person(s) responsible for implementation: All Lakeview staff members. IMPACT and H4H

3. Timeline for implementation: ongoing

Budget: Site

Evaluation criteria and timeline:

Increased participation by students in programs. Feedback from parents, LV staff, students and H4H organization

LAKEVIEW ELEMENTARY SAFE SCHOOL PLAN 2016-17 ACTION PLAN

Component 2

THE PHYSICAL ENVIRONMENT

Our goal is to enhance the physical environment on campus, and provide a safe, secure environment for learning.

Areas of pride and desired change: The Lakeview Garden is an amazing place for learning and community building. Our students have grown accustomed to visiting the garden at recess and receiving occasional lessons there. We want to increase the instructional opportunities in the garden and are therefore hiring a Garden Coordinator who will oversee the garden volunteers and maintenance and offer regularly scheduled lessons for all grade levels.

Objective #1: Utilize outdoor classroom (Garden and Orchard) as alternative learning areas, providing tranquil reflective area. Using garden area for increasing student engagement at school. Garden is also an alternative recess activity. “Rock Stars” are invited to the garden as an alternative setting to help Garden Nanas” and assist with garden duties.

1. **Resources needed:** Staffing of outdoor classroom by volunteers/Nanas. Continual emphasis on the potential of area as alternative learning area. Rules and etiquette for the garden established by students and staff. Lesson plans and materials for teaching various curriculums in the garden.
2. **Person(s) responsible for implementation:** Principal, Garden committee members, volunteers, Garden Nanas, Garden Coordinator
3. **Timeline for implementation:** 2016-17
4. **Budget:** PTO, Donations

Evaluation criteria and timeline: Increased number of students in garden at recess as well as an increase in teachers utilizing the garden for teaching.

Objective #2: Provide outdoor classroom/learning area by continual development of garden and orchard areas. Increase hours of garden supervision by adult volunteers to provide increased opportunities for student to use garden areas.

Area of pride and desired change: Safety is the first priority to Lakeview Staff. We confidently provide a safe and secure environment for our students. We will continue to work on improving safety procedures and resources. Efficient traffic flow is also an ongoing goal.

Objective #1: Review and revise emergency procedures to establish best practices for safety of students and staff. We are pleased with the systematic plans we have in place for daily routines, school-wide procedures, and emergency drills. This year we have practiced the Catapult EMS in order to incorporate all staff's ability to respond in a timely manner to emergency situations. Catapult EMS is now used for all drills. We will add window coverings to classroom doors, emergency backpacks, signs, and have grade level "expectation" assemblies. In addition, we want to heighten supervision of students as they travel throughout campus.

1. **Related activities:** Grade level teams will teach students to respond appropriately to emergency procedures. Staff members will be trained in response procedures in regards to safety in classrooms and on campus, including the Catapult EMS. Continue teaching game rules for Peaceful Playground program.
2. **Resources needed:** Collaboration with Emergency Agencies, District Facilities personnel and parents.
3. **Person(s) responsible for implementation:** Principal, teachers, support staff, EDCSO, CHP.
4. **Timeline for implementation:** 2016-17.

Objective #2: Maintain vigilant supervision at arrival and dismissal times. Review with volunteers and parents the process for "visitors on campus" through newsletters and emails. Increase the safety of students in staff parking lot.

1. **Related activities:** Maintain rotating schedule of staff supervisors as well as student safety patrol in amphitheater morning and at parent pick up in the afternoon. All staff will redirect classroom volunteers to office if no visitor badge is visible. Parents who have obtained a clearance through HR will have large, easy-to-see visitor badges. Continue monitoring physical barrier in staff parking lot to restrict student drop off or pick up in undesignated and unsupervised areas. Improve traffic flow at pick-up. Repaint lines, add teacher megaphone, and paint loading stars for pick-up.
2. **Resources needed:** staffing schedule, teacher megaphone, parent dashboard signs, and volunteer changes.

3. **Person(s) responsible for implementation:** Safe and Civil Schools Team, classroom teachers, principal, yard supervisors, office personnel, Facilities Personnel
4. **Timeline for implementation:** Ongoing
5. **Budget:** Donations

Evaluation criteria and timeline: Continued monitoring of campus and visitors to campus. Increased traffic flow. All students loaded by 3:15, parent volunteer badges displayed.

Rescue Union School District

MARINA VILLAGE MIDDLE SCHOOL

SAFE SCHOOL PLAN
2016/2017



Planning
Committee Members:

George Tapanes, Principal
Denise Bonal, School Secretary
Angie Sare, Teacher
Jessica Swartz, Teacher
Rich Wetmore, Teacher
Michelle Goins, Parent
Michelle Jamieson, Parent
Gina Johnston, Parent
Subhadha Alluri, Student
Anabelle Brown, Student
Marwah Zaman, Student

Marina Village Middle School

Marina Village Middle School will provide a comprehensive and academically challenging education for all students. We will maintain a safe and positive environment that promotes respect and responsibility. Marina Village Middle School is committed to cooperation, support, and involvement among school, parents, and community.

Marina Village Middle School

Our Vision

Motivation helps you achieve your personal best.

Academic challenges promote success and life-long learning.

Responsibility and respect for all create a safe environment.

Involvement of students, staff, and parents leads to effective teamwork.

Nurturing and developing creativity makes school more enjoyable.

Awareness of individual differences promotes acceptance.

Desired Change and Action

Areas of focus:

- Improvements to school facilities, including athletic fields, locker rooms, and replacement of aging classroom portables.
- School Spirit/Climate (Ongoing partnerships with students, families, and community)
- Parking lot procedures/safety; bus loop pattern, parents driving safely
- Student behavior – Respect; support; anti-bullying programs
- Landscaping - Erosion control-bare hillsides

Causes of Safety Concerns and Needed Improvements:

- Declining campus appearance due to aging
- Declining portable classrooms that are aging out/need for new permanent classrooms.
- Declining landscaping and irrigation of athletic fields.
- Steep slopes, erosion of dirt, loose gravel, and rocks

MARINA VILLAGE MIDDLE SCHOOL SAFE SCHOOL PLAN

The overall goals for the 2016-2017 school year are:

Goal #1

To maintain and improve a safe physical environment for students and staff of Marina Village, and enhance the existing facilities.

Goal #2

To increase a sense of community on and around the Marina Village campus and improve school pride and ownership among staff, families, and community partners.

MARINA VILLAGE MIDDLE SCHOOL
SAFE SCHOOL PLAN
2016-2017 ACTION PLAN
Component 1
THE PHYSICAL ENVIRONMENT

Our goal is:

To maintain a safe physical environment for students and staff of Marina Village Middle School and enhance the available facilities.

Areas of pride and desired change:

Marina Village School has in place a number of programs and activities, which are directed towards the physical safety, and improvement of facilities:

- Computer Lab Upgrading & Expansion of Student Technology Access
- Eagle/Girl Scout and community projects for campus beautification
- Office Bulletin Boards
- Parent Teacher Council (PTC)
- Parking lot signage
- PTC fund raising achievements (i.e., computer carts, shade structures)
- Improvement/expansion of surveillance camera system
- School counseling program
- School Safety committee
- Staff/visitor ID badges worn
- Student Council
- Visitor/Volunteer registration and ID badge program
- Wheelchair ramps
- Yard Duty program – handbook, vests, staff shirts, training
- Additional lunch seating
- Remodel of front office to enlarge health office and provide secondary emergency exit
- Remodel of gymnasium to include new flooring.
- Installation of new campus wide security alarm system.
- Installation of new campus wide lighting for interior and exterior.

Rescue Union School District
MARINA VILLAGE MIDDLE SCHOOL

Objective #1:

Improve conditions of school athletic fields to ensure student safety.

1. Benefits of Field Renovation

- Fewer student injuries; creates a safer environment. Every year students are injured due to falling in or tripping in holes. During the 2014-15 school year three students had to be removed by wheelchair after suffering injuries from stepping in holes.
- Increased activity area for students during Physical Education classes will create a more authentic environment for student learning. More space means more teams with fewer people on each team resulting in increased participation for the students.
- Replacing the baseball infields with grass will reduce the amount of dirt that gets tracked into the gym; prolonging the condition of the new gym floor and reducing the amount of needless dirt and mud tracked into the locker rooms.
- As is, the irrigation system continuously leaks in many areas creating perpetual mud holes that must be avoided or played around. These areas are so muddy that the field mowers have to avoid them resulting in areas that do not get mowed.
- Redoing the irrigation will ensure a more thorough and even watering of the field. As it is now, there are spots too muddy to play in right next to an area so dry that it's void of grass.
- Partnership with CSD will allow cost savings, and enhance community partnership.

2. Related activities and areas to address

- A method of gopher abatement should be agreed upon before the renovation or we'll soon find ourselves in the same situation with holes all over the place.

Rescue Union School District
MARINA VILLAGE MIDDLE SCHOOL

- A re-seed and feed schedule should be agreed to before completing the renovations. Maintenance personnel should establish a plan for keeping up with the schedule.
- Renovation should consider a 3 lane rubberized track that measures 60 meters long. This will provide a safe area for Track and Field athletes to practice hurdles, sprints, and relay handoffs. As it is now there is no place safe enough for hurdles practice.
- New infinity track around the perimeter of the field.

3. Resources needed

- District and Board of Trustees approval of plans
- District/CSD Joint partnership (Funding)
- District Maintenance Department, Lead Custodian

4. **Person(s) responsible for implementation:** Governing Board, District Office, Administration, District Maintenance and Facilities Staff

Objective #2

Improve conditions of PE locker rooms to ensure student safety

1. Benefits of Locker Room Renovation

- Increased class sizes and population of Marina Village has congested the locker room.
- Over 80 male students, lockers, and benches each period changing in approximately 500 square feet. This congestion is an unsafe environment for students.
- Over 80 female students, lockers, and benches each period changing in approximately 800 square feet. This congestion is an unsafe environment for students.
- Backpacks piled in front of lockers on the floor without room underneath the benches.
- Due to congestion and the current floor plan, teachers are unable to see the whole locker room allowing for horse play and unsafe activities.

Rescue Union School District
MARINA VILLAGE MIDDLE SCHOOL

2. Resources needed:

- District and Board of Trustees approval of plans
- District/CSD Joint partnership (Funding)
- District Maintenance Department, Lead Custodian

3. Person(s) responsible for implementation:

- District Superintendent, CBO, and Governing Board
- District Maintenance Department,
- Physical Education Department
- Community agencies (Community Services District)

4. Timeline for implementation: 2015-2016 (ongoing)

Objective #3

District will construct a new, two-story building attached to the library, featuring two science labs, a two-classroom *Project Lead The Way* facility, and approximately nine academic classrooms, to replace 13 old, dilapidated portables.

1. Related activities:

- Two classrooms will be fully equipped and furnished to provide 21st century science resources.
- Two classrooms will be equipped to provide *Project Lead The Way* classes in robotics and automation, flight and space, design and modeling, and computer science, as well as film.
- Academic classes will provide technology and furnishings that will be indicative of an innovative learning environment.
- Landscaping and student common areas will provide a safe and welcoming environment. Includes two student bathrooms, and two staff bathrooms, as well as workplaces for science labs.

2. Resources needed:

- State and District funds
- Teacher input and expertise in classroom design
- Approval of plans by District and Board of Trustees
- Timeline: 2017-2018 school year
- Relocation of portables to tennis courts
- Personnel: Board of Trustees, Administration, and District

Objective #4

Staff will improve on-campus supervision of students and continue to enforce and improve visitor policy on campus.

1. Related activities:

- All staff, parents and students will be encouraged/required to report unfamiliar/unidentified persons on campus.
- Staff will enforce volunteer sign-in procedures and the wearing of Volunteer/Visitor badges for non-employees.
- Yard Supervisors will wear identifying vests while working on campus grounds.
- Purchase and post visitor signs for the boundaries of the campus.
- Staff will wear ID badges for identification.

2. Resources needed:

- ID badges
- Vests
- Signage to post volunteer policy
- Megaphones, whistles for lunch supervisors

3. Person(s) responsible for implementation: Administration, Staff, Lunch Supervisors, Safe & Civil Schools Committee.

4. Timeline for implementation: 2016-2017 (ongoing)

Objective #5:

Improving campus appearance will lead to greater safety, student pride, and school spirit.

1. Related activities:

- Recycling programs will continue to be implemented.
- Implementation of student service program for Outdoor Classroom and campus beautification.
- Eagle/Girl Scout projects and donations will be sought to complete campus projects (i.e., landscaping, outdoor classroom).
- Promote We Tip Program through newsletter, marquee, and posters in office. (1-800-78-CRIME) to reduce vandalism and graffiti.
- Erosion control of bare slope (near 6th grade wing) will be sought.

Rescue Union School District
MARINA VILLAGE MIDDLE SCHOOL

- Maintenance and upgrades of outdoor classroom.
- Efforts of PTC Beautification Subcommittee to develop and fund projects.

2. Resources needed:

- Volunteer support
- Staff collaboration
- Student Council Advisor
- Leadership directed activities related to a clean campus
- Funding for outdoor science lab
- Funding for lunch table replacement

- **Person(s) responsible for implementation:** Administrators, PTC, Student Council Advisor, District Maintenance

3. Timeline for implementation: 2016-2017 (ongoing)

4. Budget:

- District maintenance funds will be requested to continue parking and traffic designations.
- Site funds will be used to provide yard duty materials.
- One-time funding, grant money, PTC funds, and/or donations will be utilized for erosion control and slope restructuring.

Objective #6

Implementation of District Catapult EMS system for emergency procedures

1. Related activities:

- All school staff will receive training in the usage of Catapult EMS for emergencies procedures.
- Catapult EMS will be used in all emergency drills including Fire, Lock Down, and earthquake drills.

2. Resources needed:

- District Technology Department & Catapult EMS Trainers
- Staff Collaboration Training Days
- Teacher computers, I-pads, and personal phones (optional)

Rescue Union School District
MARINA VILLAGE MIDDLE SCHOOL

3. Person(s) responsible for implementation:

Administrators, District Technology Department, Catapult
EMS Service Reps

4. Timeline for implementation: 2016-2017(ongoing)

5. Budget: District funded

Evaluation criteria and timeline:

1. Improved athletic fields, PE locker rooms, and class room modernizations will provide for a safer and more engaging learning environment.
2. Improved general appearance of grounds will be evident. Students will feel satisfaction in contribution to campus care.
3. Parents will feel sense of security and safety of children on campus. This will be assessed through an annual parent survey and the bi-annual California Healthy Kids Survey (CHKS).
4. Bare dirt slope will be redesigned to control erosion and will be useable for outdoor science activities.

MARINA VILLAGE MIDDLE SCHOOL SAFE SCHOOL PLAN 2016-2017 ACTION PLAN

Component 2

The School Climate

Our goal is:

To increase a sense of community on and around the Marina Village campus and improve school pride and ownership among staff, students, families, and community partners.

Areas of pride and desired change:

Marina Village staff, students, and parents work in partnership to create a positive atmosphere for students in both academic and social contexts at school. There are myriad resources, programs, and activities in place, which are directed towards supporting students and families in learning to interact in a positive and respectful manner.

- After School Enrichment Programs
- Athletic Award Recognition
- Athletic Teams
- Back to School Night
- Band Concerts
- Book Fairs
- Counseling (Small Groups)
- End of the year reward/celebration activities
- End of year 8th grade celebration/fieldtrip
- After school Library Study Hall/Tutorials
- G.A.T.E. Fieldtrips
- Honor Roll & Principal's Honor Roll
- Honor Society Tutoring
- Internet Safety Workshop (for Parents and Students)
- Jupiter Grades
- Leadership elective
- Merit Reward Assemblies
- Merit recovery program
- Music Boosters

Rescue Union School District
MARINA VILLAGE MIDDLE SCHOOL

- Mustang Pride Award
- Mustang Pride Tickets
- New Student/Family Orientation
- New students lunch with Admin & Counselor
- OHANA School-wide Theme
- Open House
- Parent Education Night
- Parent Night Forums (JC Pohl)
- Weekly Sunday Announcements
- Press release articles about school activities to newspaper
- Prize Patrol
- PTC School activities
- Rallies
- School Counseling program
- School Culture? Climate guest speakers
- School Site Council
- School website (marinamustangs.com)
- Staff Recognition (By Student Council & PTC)
- Student Council
- Student Recognition Assemblies
- Student/Parent Handbook
- WEB (Where Everybody Belongs)
- Weekly Email Updates
- Yard Supervisor Handbook & Training
- Yard Supervisor Student Recognition Efforts

Objective #1:

Behavior standards will be defined to improve school spirit, and develop positive peer pressure.

1. Related activities:

- Clear and positive academic and behavior expectations will be communicated to students and parents via meetings, assemblies, classroom visits, handbooks, website, and newsletters.
- Teachers will revise and implement consistent classroom and academic expectation policies across grade levels to provide students with a sense of comfort and understanding about their role in areas such as classroom behavior, make-up work, test re-takes, late assignments, etc.

Rescue Union School District
MARINA VILLAGE MIDDLE SCHOOL

- A school-wide behavior assembly and/or classroom visitation at each grade level will be held for all students during each trimester.
- Teachers will continue to provide classroom support for managing interpersonal issues.
- Students will be recognized by staff members for displaying positive citizenship. (Student of the Trimester, Mustang of the Week, Student Store Coupons)
- Parents will receive letters and emails recognizing their child for being positive contributors to the school community.
- Student Recognition Assemblies will be held by grade level three times per year, and will include all students so that honorees are recognized in front of their peers.
- Academic achievement will be recognized each trimester through the Honor Roll program.

2. Resources needed:

- Funds for recognition materials: Certificates, pins, pennants, ribbons and decals.
- Funds for incentives (School spirit items, assemblies, etc.).

3. Person(s) responsible for implementation: Administration, Counselors, staff, Student Council.

4. Timeline for implementation: 2016-2017 (on-going)

Objective #2:

Improve on-campus supervision of students.

1. Related activities:

- Reinforce assembly behavior expectations and work with staff to improve supervision of students during assemblies and other special programs.
- Provide expansion of library accessibility for students during lunch.
- Provide intermural supplies (board games, balls, field equipment) for lunchtime activities.
- Provide and utilize a substitute list for lunch supervisors.
- Provide ongoing training for lunch supervisors.
- Provide a handbook for lunch supervisors.

Rescue Union School District
MARINA VILLAGE MIDDLE SCHOOL

- Monitor lunchtime service number program to reduce lunch line length and wait time.
- Make ongoing use of additional point of sale in kitchen to improve efficiency of service.
- Develop an intramural program for lunchtime activities.
- Publish school rules for lunch activities.
- Publish invitations to students in need of tutoring from Honor Society students.
- Hold assembly to review lunch behavior expectations with each grade level
- Lunch supervisors will reinforce school rules.
- Conflict manager program will provide training and support.
- Provide emergency first aid kits for coaches/teachers for field trips.

2. Resources needed:

- Trainings/Workshops (Safe & Civil Schools).
- Advertisements/job postings for substitutes.
- Lunch supervisor handbook and materials.
- Whistles, supervisor vests, clipboards, Discipline Referrals, etc.
- Fanny packs with first aid supplies for lunch supervisors.
- Computer/Food Service Station for additional point of sale.
- First aid kits (3 additional).

3. Person(s) responsible for implementation: Administration; Lunch Supervisors; District Food Service

4. Timeline for implementation: 2016-2017 (ongoing)

Objective #3:

To develop a sense of neighborhood belonging; community involvement with Marina Village School will be increased.

1. Related activities:

- Student-led lunchtime rallies
- Family member participation in events such as Merit Assembly Celebration Lunch, Career Fair, Engineering Week, and Career Day
- Continue partnerships with local media for press releases regarding school events (Village Life, Mtn. Democrat, Sac Bee, TV news)
- Red Ribbon Week law enforcement presentations
- Hold an incoming family preview/welcome session in April
- Host new student/family orientation prior to school beginning in August; and plan incoming parent welcome session in spring
- Mail summer information to all incoming and existing students and families
- Continue W.E.B. program for incoming 6th graders
- School counseling support

Rescue Union School District
MARINA VILLAGE MIDDLE SCHOOL

- Spirit Fridays (coordinated by Student Leadership)
- Leadership elective class
- Student Council
- 7th grade Principles of Student Leadership elective wheel.
- Continue implementation of the PC Pals (Intel) program
- Involvement of PTC with Campus Beautification Subcommittee in improving school grounds
- Back to School Night/Open House/Book Fair
- Marina Village Classic/Basketball Tournaments
- Band Boosters/Basketball Boosters

2. Resources needed: Volunteer support, funds for W.E.B. training.

3. Person(s) responsible for implementation: Administrators, PTC, Staff, Counselors, Leadership class

4. Timeline for implementation: 2016-2017 (ongoing)

Budget:

- Funds to purchase positive behavior incentives.
- Funds to pay yard supervisors/crossing guards.
- Funds for W.E.B. training for W.E.B. Coordinator (Counselor).
- Funds for stipends: Peer Mediator Advisor, W.E.B. Coordinator, Student Council Advisor.
- Funding for first aid kits.

Evaluation criteria and timeline:

There will be a continued reduction in discipline incidents as measured by fewer referrals to the office, fewer teacher assigned detentions, and fewer suspensions. The number of children recognized for positive behavior will increase. Data will continue to be evaluated each trimester and annually.

Rescue Union School District

PLEASANT GROVE MIDDLE SCHOOL
Home of the Pumas



SAFE SCHOOL PLAN
2016-17
Planning
Committee Members

Hope Migliaccio, Principal
Todd McGinnis, Assistant Principal
Lisa Tomasello, School Secretary
Jennifer Washburn, Student Service Secretary
Melissa Carroll, Counselor
Debbie Langton, Food Service
Karen Page, Teacher
Janice Araujo, Lead Custodian
Natalie Hadden, Librarian
Matt Hardt, Teacher
Leslie Halkett, Teacher
Kari Fregoso, Parent
Diane Williams, Parent
Gino Tomasello, Student
Abby Sacco, Student

Pleasant Grove Mission Statement

Pleasant Grove Middle School will provide every student with a high standard of academic learning combined with personal and social development in a collaborative, healthy, inclusive and positive environment.

A Pleasant Grove PUMA is:

Positive
Responsible
Inquisitive
Diligent
Enthusiastic

Pleasant Grove Vision Statement

Pleasant Grove has established a reputation for academic excellence and community pride. The staff maintains high expectations for quality work from students. Parents are seen as an integral part in the education of their students. Each student can expect to be treated fairly, to work and play in a safe environment, to be challenged, and to be properly instructed and evaluated by competent, caring teachers. Pleasant Grove staff recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate. Regular attendance is expected, which enables students to achieve and develop responsibility and positive, lifelong work habits. Pleasant Grove has several programs to promote a positive climate and help students feel more connected to the school and their community.

Desired Change and Action

Areas needing improvement or change:

1. A safe method is needed for students who walk or ride a bicycle to reach the school with a focus on Green Valley Road speed accountability with CHP and safety in the parking lot.
2. All facilities, including outdoor courts, tennis courts, and blacktop areas (partial resealing of the blacktop in summer 2014), need to be maintained for safety.
3. Directional arrows and curbs need to be repainted in parking lot. (Parking lot was scheduled to be resealed and repainted in summer of 2015; however, the parking lot housed the large storage units for the lighting project and the parking lot was not resurfaced.) Arrows and curbs were painted in 2016; however, should be repainted annually as they fade throughout the year.
4. Various areas of the campus need to be monitored throughout the day, especially parking lot and Green Valley Road during student drop off before school and pick-up after school. Traffic violations and speeding make the area very dangerous to the students. (Effective week of February 22, 2016, CHP has placed Green Valley Road and the Pleasant Grove parking lot on their regular rotation).
5. Physical and procedural improvements need to be made to the parking lot to increase safety for all students, parents and staff. Parents parking in red and yellow zones (Progress is being made towards this goal).
6. Windows in all classrooms, where blinds have not been installed, need to be outfitted with “safety film”. The windows can be seen through and are not safe in a “lockdown” situation. (This has been discussed for several years and has been brought up by staff on numerous occasions to maintenance).
7. Safety lights need to be installed in the boy’s and girl’s locker rooms and boy’s and girl’s locker room bathrooms. There are no windows in the locker rooms and if the power goes out, the rooms are pitch black and with the benches and large number of students in one room, it’s not safe. In addition, there is only one sensor (light switch) on one side of the locker rooms. If anyone enters the locker room through the door without the sensor, one must travel to the other side of the locker room to

have the lights turn on. Additional, sensors are requested at locker room entrances not containing the sensor. (Request has been made to maintenance department).

Causes of Safety Concerns and Needed Improvements:

1. Rattlesnake fencing needs to be repaired around the schools perimeter. When a rattlesnake is found on campus, the Fire Department and/or custodial staff is called to remove the snake, depending on the risk involved in its capture.
2. The fields and other areas on campus have drainage problems which contribute to the possibility of adverse health issues.
3. Blackberry bushes have overgrown planters, wetland area, and the softball dugout and need to be removed. (Progress has been made on this goal, but the blackberry bushes continued to need to be maintained.)
4. The fence separating the wetlands and basketball courts needs to be extended vertically to prevent balls from going into the wetlands, so that children or adults do not need to go into this area to retrieve them.
5. Safety cages should be installed around the propane valves that service the buildings.
6. Swallows nests on several areas of the campus need to be removed and stucco paint repaired caused by the damaging effects. (Continuous maintenance throughout the school year.) Installing spikes was recommended by safety team members.
7. Goose excrement continues to be a problem; however, this is not an issue we can resolve and was removed from the plan.
8. Gaps at the bottom of the doors allow for critters and snakes into the classrooms. Weather stripping at the bottom of the doors was recommended by the safety team.
9. Purchase of replacement digital hand-held radios for use throughout the school day critical to communication for the safety of staff and students. (This need is especially crucial at lunch and in PE classes). Request submitted to District office on January 30, 2017.

PLEASANT GROVE MIDDLE SCHOOL SAFE SCHOOL PLAN

The overall goals for the 2016-2017 school year are:

Goal #1

Increase the students' sense of belonging to Pleasant Grove and improve campus connectedness.

Goal #2

Continue to work with the school staff and Rescue District Maintenance and Operations staff to make the campus facilities and grounds attractive and safe for students, staff, and visitors.

PLEASANT GROVE MIDDLE SCHOOL SAFE SCHOOL PLAN 2016-2017 ACTION PLAN

Component 1

The School Climate

Our goal is:

To increase the students' sense of belonging to Pleasant Grove and improve campus connectedness.

Areas of pride and desired change:

Pleasant Grove Middle School has a beautiful campus with a great staff and supportive parents who work together to create a positive atmosphere for students. There are many opportunities in place for positive student interactions. Additional steps should be taken to enhance the atmosphere and develop campus pride. Existing opportunities include:

- Student Council/Leadership
- New Student WEB Orientation
- Yard Supervisor Handbook
- School Site Council
- School Counseling Program
- Student of the Trimester Recognition Program
- Honor Roll
- Parent/Student Handbook (in planners and online)
- PTO School Activities
- WEB (Where Everybody Belongs)
- Back to School Night
- The pleasantgrovepumas.org website
- ParentLink
- Scootpad
- AERIES Parent Portal
- Operation School Bell
- Marquee Announcements
- Ten Marks
- ELL Support Throughout the School Day
- Puma Pride Awards
- Athletics
- Merit Recovery Program
- JupiterGrades

- Cyber Safety Presentations for Parents and Students
- Lunch Tutorial Offerings
- Big Ideas Online Tutorial
- Intervention Aides in classrooms for student support
- Student Assemblies
- California Junior Scholastic Federation
- Extra-Curricular Activities
- Morning Bulletin Message
- Common Sense Media Lessons
- Annual Mandated Reporter Training for all Staff
- Jazz Band
- 1st Grade Buddy Class at Green Valley School
- HUB After School Program

Objective #1: Improve on-campus supervision of students.

- **Related activities:** Pursue recruiting and employing a full complement of yard supervisors, expand the substitute list for yard supervisors, provide training for yard supervisors, review and update the handbook for yard supervisors, review and publish rules for lunch activities, educate students and staff on expected behaviors, assemblies and classroom lessons on behavior, and classroom guidance lessons.
- **Resources needed:** Training schedule, advertisements for yard supervisors and substitutes, yard duty supervisor meetings, assembly agendas, Lunch area policy, and lesson plans for assemblies and classroom lessons.
- **Person(s) responsible for implementation:**
 - Administration: All components
 - Counselor: Classroom Guidance Lessons
 - Teachers: Behavior mini-lesson delivery on consistent classroom expectations and adherence to school rules.
 - Yard Duty Supervisors: Lunchtime Supervision/Attend meeting
 -
- **Timeline for implementation:**
 - August 2016 to March 2018: Ongoing.
- **Budget:** \$1,000.00
- **Evaluation criteria and timeline:** The school Safety Committee will assess the progress of this program throughout the year and make recommendations for improvement (February meeting). At that time it will be determined if the team should meet again in May to assess and begin to plan for the coming year.

Objective #2: Reduce the number of discipline issues.

- **Related activities:** Pursue effective positive school climate programs and initiatives.
- **Resources needed:** Training for staff, Safe and Civil Schools materials, Common Sense Media activities, WEB, Data from the Healthy Kids Survey, Cyber Safety Presentations for students and parents by FBI, school counselor, Puma Pride, School Handbook review and implementation, Student Harassment Awareness Classes for students. Students will also participate on the Site Council and LCAP Listening Circles to voice opinions on school climate. Site Council will review Student Handbook and make recommendations for improvements.
- **Person(s) responsible for implementation:**
 - Administration/School Counselor: All components
 - School Safety Committee: Policy development and training of staff
 - All Staff: Implementation

- **Timeline for implementation:**
 - August 2016 to March 2018: Ongoing.
- **Budget:** \$2,000
- **Evaluation criteria and timeline:** The school administration meets monthly to review discipline issues and create plans for intervention plans for identified. Implementation will be on-going through the 2016-2017 year and reviewed in June of 2017.

Objective #3: Full time counselor or psychologist to support growing needs of Special Education Department.

- **Related activities:** Pursue the feasibility of hiring an additional full-time counselor to schedule IEP meetings, counsel students, parents and staff on needs of Special Education related services, assist with student positive behavior modifications, support teachers and paraprofessionals in services related to the needs of Special Education students, coordinate and implement training program for paraprofessionals, and training staff on implementation of student BIP's .
- **Resources needed:** Approval for additional staff at Pleasant Grove.
- **Person(s) responsible for implementation:**
 - Administration/Existing School Counselor: All components
 - All Staff: Implementation
- **Timeline for implementation:**
 - March 2017 - May 2017 (Hire for 2017-18 school year.)
- **Budget:** Placement on salary schedule.
- **Evaluation criteria and timeline:** Administration to evaluate the effectiveness and impact on student safety, success, positive behavior intervention programs and staff training throughout the 2017-18 school year.

Objective #4: Implementation of Catapult System

1. **Related activities:** Training on the use of the Catapult System. Effective implementation of the system and student accountability system for fire drills, evacuation drills, and lockdown drills.
2. **Resources needed:** Training program. Work with technology department.
3. **Person(s) responsible for implementation:**
Administration: All components

School Safety Committee: Policy development and training of staff
All Staff: Implementation

4. Timeline for implementation:

- a. March 2017 - March 2018 (Ongoing)

5. Budget: \$500.00

Evaluation criteria and timeline: Administration to evaluate the effectiveness and impact on student and staff safety throughout the 2016-17 school year.

PLEASANT GROVE MIDDLE SCHOOL SAFE SCHOOL PLAN 2016-2017 ACTION PLAN

Component 2

THE PHYSICAL ENVIRONMENT

Our goal is: Continue to work with the Rescue District, developers, local, state, and federal agencies to make the campus facilities and grounds safe for students, staff, and visitors.

Areas of pride and desired change: Pleasant Grove Middle School has a beautiful campus with a great staff and supportive parents who work together to create a positive atmosphere for students. We would like to enhance the safety of the students, staff, visitors and facilities by providing better campus communication, safe facilities and infrastructure, and improved supervision of students.

Objective #1: Provide safe indoor/outdoor facilities, repair field areas that collect standing water correct deficiencies in the irrigation system (in process) Address safety concerns in the locker rooms.

- **Related activities:** Assess the condition of the tennis courts and other outside facilities. Install back up lighting in gym and/or a way to manually open gym shades. Safety lights in the PE locker rooms and restrooms. Additional sensors at entrance without a sensor in the PE locker rooms.
- **Resources needed:** Caps to cover holes for tennis standards. Asphalt and/or concrete. Back-up lighting system.
- **Person(s) responsible for implementation:**
 - Administration: Specify and define problem(s); coordinate with RUSD Maintenance and Operations.
 - RUSD Maintenance and Operations: Devise solution(s) to the problem(s) and coordinate contractors for implementation of solution(s)
 - Local Organizations: Meet with RUSD Maintenance and Operations to devise a schedule for a coordinated maintenance program for the fields.
- **Timeline for implementation:**
 - By August 2017 plan in place for the repair of the tennis courts and installation of the safety lighting in the PE locker rooms and bathrooms.

- **Budget:** Unknown
- **Evaluation criteria and timeline:** Ongoing communication and collaboration with RUSD Maintenance Department.

Objective #2:

- **Related activities:** All campus windows/doors, where blinds have not been installed, need to be outfitted with “safety film” or “etching spray” (both substances make the windows non-transparent). The windows can be seen through and therefore are not safe in a “lockdown” situation. Install film/spray on all windows that are accessible to outside intruders.
- **Resources needed:** Work with RUSD maintenance staff to coordinate this project.
- **Person(s) responsible for implementation:**
 - Administration: Specify and define problem(s); coordinate with RUSD Maintenance and Operations.
 - RUSD Maintenance and Operations: Devise solution(s) to the problem(s) and coordinate contractors for implementation of solution(s)
- **Timeline for implementation:**
 - By August 2017 (Second year of this goal).
- **Budget:** Unknown

Evaluation criteria and timeline: Unknown. This issue was also brought up by PG’s Site Council as being a priority for the safety of the students and staff for two years.

Rescue Union School District
RESCUE ELEMENTARY SCHOOL

SAFE SCHOOL PLAN

2016/2017

Safety Committee Members

Marti Zizek, Parent
Craig Dyckma, Lead Custodian
Carol Patterson, Teacher
Dustin Haley, Principal

Revised June 2016

SAFETY PLAN - TABLE OF CONTENTS

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SAFETY PLAN

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- A. Evaluation of School Crime
- B. Safe Entrance/Exit of Students, Parents, and Staff
- C. Rules and Procedures on School Discipline
- D. School Safety Program
- E. Child Abuse Reporting Procedures
- F. Crisis Response and Emergency Management Procedures
- G. Suspension and Expulsion Policies
- H. Gang Affiliation and Activity
- I. Sexual Harassment Policy
- J. Notifying Teachers of Dangerous Pupils
- K. Hate Motivated Behavior
- L. Dress and Groom

**Rescue Union School District
RESCUE ELEMENTARY SCHOOL
Comprehensive Safety Plan**

VISION

Our vision is to provide a safe environment in which all people learn and receive respect, value, and support. Every student will receive a quality education in partnership with families and the community to be successful meeting challenging and comprehensive standards.

MISSION

At Rescue School we are committed to respecting the similarities and differences of others on our playgrounds, in our classrooms and community. We are dedicated to providing our students an excellent education in a safe, clean, and nurturing environment. We hold high expectations for all students and provide them with the support to meet their full potential.

RESCUE SCHOOL SAFETY MISSION

In a spirit of teamwork, cooperation and mutual respect, Rescue School will strive to provide a safe, friendly school environment.

DESIRED CHANGE AND ACTION

Identified areas needing change and improvement:

1. Provide for students' physical safety around campus
2. Provide improved parking for the community for special events
3. Build respect, self-esteem, and responsibility
4. Social skill development
5. Expand community student mentoring programs
6. Dangers of the internet and cyberbullying
7. Drug education: Classroom instructions: Red Ribbon Week
8. Blacktop safety
9. Trim trees on campus
10. Re-carpeting of classrooms
11. Staff training in the implementation of various safety practices
12. Student intervention/differentiation programs
13. Staff articulation

OVERALL GOALS FOR CHANGE

The overall goals for the 2016/17 school year are:

1. To be prepared for emergencies including earthquakes, fire and lockdown.
2. To increase overall respect, self-esteem and personal responsibility among students through teaching them strategies for dealing with bullying and reducing its presence at Rescue School.
3. To ensure the playground blacktop is an even surface free of holes.
4. To provide opportunities for students to participate in social development situations.
5. To provide Digital Citizenship instruction for students using technology safely.
6. To provide staff opportunities for professional development and time to meet to discuss student achievement and social development.
7. To provide opportunities for students to receive intervention support and/or differentiation in academic areas.

Rescue Elementary School Safe School Plan Overall Goals

The overall goals for the 2016 – 2017 school year are:

Goal #1:

To maintain the physical environment of the school by addressing any safety concerns on campus in a timely manner.

Goal #2:

To support the emotional and social development of our students through positive recognition and instruction programs.

Goal #3:

To foster a positive school cultural environment for all stakeholders in the areas of academics providing opportunities for professional development, collaboration, and interventions to help ensure student growth and support.

PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT ONE: SCHOOL'S PHYSICAL ENVIRONMENT

Goal #1: To foster our safe, positive learning environment by increasing connections between/among/within students, staff, and community and the physical facility.

Areas of Pride:

- School policies provided in 1st Day packets
- Reminders of school policies are presented in monthly newsletters and emails blasts
- Office staff trained to assist visitors with volunteer procedures
- Visual stickers and badges make it easy for staff to identify volunteers on campus
- Annual training in safety procedures is provided to staff

Desired Change:

- Continued Emergency Procedure Trainings
- Have Fire Department present for emergency drills
- Work with Maintenance and Operations to communicate regarding work orders

COMPONENT ONE: SCHOOL'S PHYSICAL ENVIRONMENT

Goal #1 - OBJECTIVE #1	<p>All visitors would follow the visitor log-in procedure.</p> <p>Staff will wear school badges.</p> <p>School will engage in emergency drills for preparation.</p>
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Student-Parent Handbook and parent bulletins will address the visitor sign-in and visitor badge procedure. • Signs will be designed and posted to remind visitors to login at the office. • Yard duty and substitutes will wear badges to identify themselves. • All staff will be trained to direct non-identified visitors off campus and contact the office. • All staff will have similar Rescue badges. • School will conduct monthly emergency drills to practice emergency situational protocols.
RESOURCES NEEDED	<ul style="list-style-type: none"> • Maintained signs • Parent bulletin notices • Log-in binders and visitors badges • Emergency materials (Backpacks) for each classroom/building
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Principal • Staff • Lead Custodian • Secretary
EVALUATION	<ul style="list-style-type: none"> • Number of visitor log-ins and number of times yard duty staff called office with "stranger on campus" alert. • Monitor drill efficiency and staff debrief.
TIMELINE	<ul style="list-style-type: none"> • Parent bulletin and Student Parent Handbook distributed in August. Reminders dispersed after each break or when needed. • September through May
BUDGET	Life Touch Provides Badges

COMPONENT ONE: SCHOOL'S PHYSICAL ENVIRONMENT CONTINUED

GOAL #1 - OBJECTIVE # 2	The entire school population will be informed of any theft, school damage, graffiti and/or vandalism.
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Communication will occur after each graffiti incident. • Law enforcement will be notified and pictures will be taken when graffiti occurs. • Graffiti will be removed immediately.
RESOURCES NEEDED	<ul style="list-style-type: none"> • School and parent bulletins • Graffiti removers: sand blaster, graffiti cleaner, and paint. • Budgetary resources to offer rewards for information relating to the graffiti incidents (We Tip).
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Principal • Lead Custodian • Facilities Director • Secretary
EVALUATION	<ul style="list-style-type: none"> • Logs of graffiti incidents accompanied by records of removals.
TIMELINE	<ul style="list-style-type: none"> • August through June
BUDGET	<ul style="list-style-type: none"> • Facilities Budget for rental of graffiti removal machinery as needed.

COMPONENT ONE: SCHOOL'S PHYSICAL ENVIRONMENT CONTINUED

GOAL #1 - OBJECTIVE # 3	Provide a safe playground area for all students.
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Blacktop cracks and holes repaired when needed • Class numbers painted to designated line up areas for classes • Re-carpet classrooms (2 per year) to provide continuous maintenance • Work orders written to facilities if repairs need to be made
RESOURCES NEEDED	<ul style="list-style-type: none"> • District Funds
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Principal • Facilities Director • Lead Custodian
EVALUATION	<ul style="list-style-type: none"> • Assessment of the workmanship over the course of the 2016-17 school year.
TIMELINE	<ul style="list-style-type: none"> • August through June
BUDGET	<ul style="list-style-type: none"> • District Funds

**PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT TWO: SCHOOL'S SOCIAL ENVIRONMENT**

Goal #2: To support the emotional and social development of our students through positive recognition and instruction programs.

Areas of Pride:

- Weekly Student Council meetings
- Implementation of the Reach One program
- Weekly Social Skills groups
- Check-in, Check-out program with Yard Supervisors
- Spirit activities
- Assemblies that focus on anti-bullying techniques and health
- Monthly assemblies that recognize students for academic and social achievement
- Red Ribbon Week program focusing on students learning refusal skills
- Issuance of "Raider Bucks" to students to celebrate good choices
- Teaching Digital Citizenship to students
- Offering of Love and Logic workshop for parents
- Teaching of Family Life program for 5th grade students

Desired Change:

- Continued development of school culture and climate for all stakeholders
- Continued focus on anti-bullying techniques

COMPONENT TWO: SCHOOL'S SOCIAL ENVIRONMENT CONTINUED

Goal #2 - OBJECTIVE #1	Continue developing student support programs and events.
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Select and equip students with techniques to lead and support their peers. • Weekly Student Council Meetings • Weekly Social Skills Group meetings. • Implement anti-bullying techniques on campus. • Provide Spirit Activities to promote student belonging and school spirit. • Students will be recognized with monthly awards for academic achievement and quality citizenship. • Teachers will regularly recognize students using "Raider Bucks" • Assemblies will be provided to equip students with a variety of social/emotional skills (Reach One, The Best of Me, Community building, Red Ribbon, etc.)
RESOURCES NEEDED	<ul style="list-style-type: none"> • Facilities for Meetings/Assemblies • Misc. office supplies • Prizes for the Raider Buck Store
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Counselor • Student Council Advisor • Principal • Secretary
EVALUATION	<ul style="list-style-type: none"> • Number of students participating in program • Discipline records (Aeries) • Surveys
TIMELINE	<ul style="list-style-type: none"> • August through June
BUDGET	<ul style="list-style-type: none"> • Site Funds • PTC Support for Assemblies

COMPONENT TWO: SCHOOL'S SOCIAL ENVIRONMENT CONTINUED

GOAL #1—OBJECTIVE #2	By the end of the 2016-17 school year, all Rescue students will practice refusal skills.
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Counselor and teachers will work with teachers on using refusal skills. • Rescue Student Council will organize events during Red Ribbon Week that discuss and educate students about refusal skills. • Focus on Character Education in classes. • Continued plan to help students respond appropriately to bullying to decrease the number of incidents of bullying at Rescue School. • 5th grade classes will present a “Family Life Program” to their students. • Students will receive instruction about Digital Citizenship and Cyber Bullying. • Parents will be offered resources on drug information and internet safety. • Assemblies will be provided to equip students with the proper refusal techniques • Provide Love and Logic workshop for parents on working with student behavior
RESOURCES NEEDED	<ul style="list-style-type: none"> • Class time to work on refusal skills. • Materials for Red Ribbon Week • Training for Yard Supervisors • Locations for Love and Logic workshop
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Counselors • Principal • Teachers • Yard Supervisors • Secretary • EDCOE staff
EVALUATION	<ul style="list-style-type: none"> • Healthy Kids Survey • School Survey • Number of Discipline incidents entered into Aeries
TIMELINE	<ul style="list-style-type: none"> • August through June • September for Love and Logic workshop • October for Red Ribbon Week • September – December for Digital Citizenship Curriculum • Spring 2017 for Family Life Program
BUDGET	<ul style="list-style-type: none"> • Site Funds • PTC Funds

**PART ONE: SAFETY PLAN
GOALS AND OBJECTIVES
COMPONENT THREE: SCHOOL'S CULTURAL
ENVIRONMENT**

Goal #3: To foster a positive school cultural environment for all stakeholders in the areas of academics providing opportunities for professional development, collaboration, and interventions to help ensure student growth and support.

Areas of Pride:

- Professional development and collaboration opportunities for staff
- Check-in, Check-out program with Yard Supervisors
- School website
- Grade level tutoring sessions
- Title I aide support for classes
- GLAD trainings
- Differentiation collaboration
- Weekly SST meetings
- Learning Center model

Desired Change:

- Continued promotion of learning environment through connections between students, staff, and members of community
- Establish collaboration for teachers regarding assessments, teaching methods and programs, and students
- Continued offering of intervention and differentiation support for students to meet their needs

COMPONENT THREE: SCHOOL'S CULTURAL ENVIRONMENT

GOAL #3 – OBJECTIVE #1	To foster our safe, positive learning environment by increasing connections between, among and within students, staff and community.
OBJECTIVE #1	During the 2016-17 school year, staff will participate in activities regarding student achievement and social development.
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Professional Development/Collaboration days will be offered to provide time for District and Site articulation and training. • School will continue to develop their website that will include webpages for all teachers and other department info for the community • Yard Supervisors are participating in “Check-in, Check-out” relationships with students during recesses. • School Counselor will meet with students individually, in groups, and do whole class presentations. • Staff will have opportunities to participate in social events sponsored by the site and PTC.
RESOURCES NEEDED	<ul style="list-style-type: none"> • Staff Development meeting time • Staff volunteers for social events
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Principal • Counselor • Staff • Yard Supervisors
EVALUATION	<ul style="list-style-type: none"> • Log of team meeting dates • Collection of team meeting minutes • Event Attendance Records • PTC Minutes/Treasurer Reports • Surveys
TIMELINE	<ul style="list-style-type: none"> • August through June
BUDGET	<ul style="list-style-type: none"> • Title I and Site Funds

COMPONENT THREE: SCHOOL'S CULTURAL ENVIRONMENT—CONTINUED

GOAL #3—OBJECTIVE #2	100% of teachers will collaborate over assessments, teaching units and other student data.
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Meetings with teachers to make sure standards and curriculum are being taught. • Teachers will meet and collaborate as a grade level across the District and together as a site. • Focus on developing enrichment for students that need to be challenged. • Training will be provided for the new Language Arts adoption • 2nd and 3rd grade teachers will receive professional development in GLAD training. • Teachers will analyze their SBAC data and apply the analysis to the planning of their instruction and pacing. • Meetings to review formative and summative assessment data.
RESOURCES NEEDED	<ul style="list-style-type: none"> • Prof. Development Days • Collaboration Days • Assessment Days
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Principal • Teachers
EVALUATION	<ul style="list-style-type: none"> • Staff calendars • Staff bulletins • Minutes from staff collaboration sessions • Discussions with Prof. Development Contractors
TIMELINE	<ul style="list-style-type: none"> • August through June
BUDGET	<ul style="list-style-type: none"> • Title I, Title II, and Site Funds

COMPONENT THREE: SCHOOL'S CULTURAL ENVIRONMENT-CONTINUED

GOAL #3—OBJECTIVE #3	100% of the students performing below standards on progress reports and/or report cards will be offered the opportunity to attend school tutoring and/or receive intervention during the school day.
RELATED ACTIVITIES	<ul style="list-style-type: none"> • Tutors will be available to work with students on Language Arts and Math skills before or after school Tuesdays through Fridays. • Title I Paraeducators will be hired to work with leveled reading groups and support 1st – 5th Grade students in math during the school day on Tuesdays through Thursdays. • Title I Paraeducator will be hired to work with Kindergarten students and support them in Reading and Math interventions • Title I students will be placed on a Title I Plan to support their achievement. • Student Study Team meetings will be held as needed to develop a plan of intervention that addresses student achievement concerns. • The Learning Center will work with students supporting them in reading, writing, and mathematics interventions.
RESOURCES NEEDED	<ul style="list-style-type: none"> • Money to pay for tutors • Tutoring Schedule • Facilities to hold SST meetings
PERSONS RESPONSIBLE	<ul style="list-style-type: none"> • Principal • Counselor • Teachers • Secretary • Paraeducators (Tutors)
EVALUATION	<ul style="list-style-type: none"> • Data collected at the end of each progress report and report card period to see if tutoring improved at risk student's grades. • Teacher's observations about quality of student's work assignments turned in, test scores and the overall success of the tutoring program, grade level coordination and intervention. • SST documentation and monitoring of intervention strategies.
TIMELINE	<ul style="list-style-type: none"> • August through June
BUDGET	<ul style="list-style-type: none"> • Title I and Intervention Funds

PART ONE: SAFETY PLAN ALIGNMENT OF GOALS/OBJECTIVES AND VISION

How are your goals and objectives aligned with your school's vision? What will your school look like after this project is underway?

As we move toward students achieving high standards, we work to provide an environment where they feel safe, welcome and connected. Our plan addresses many facets of school life, ensuring not only greater physical safety, but also a greater sense of wellbeing for all students at Rescue Elementary School. This plan includes educating students concerning issues of positive self-image, academic excellence and all around school spirit. We will also foster connectedness with the school as well as provide valuable experiences as they help others in the community. In addition to this, we will work to improve the campus for greater physical safety to both the students and the members of the community who use our facilities. In short, students will pursue life-long learning, develop better relationships with each other, make choices for better for a life of healthy living and seek to positively impact their community. It is our persistent goal that Rescue Elementary School grows to be an even better place for students to achieve their very best.

PART ONE: SAFETY PLAN EVALUATION

Summarize Evaluation...
Describe how the accomplishments of each objective

Component	Objective	Evaluation	Persons Responsible
1	Promote Connections with Students, Staff, and the Community	<ul style="list-style-type: none"> Number of visitor log-ins and number of times yard duty staff called office with "stranger on campus" alert. Monitor drill efficiency and staff debrief. 	<ul style="list-style-type: none"> Principal Staff Lead Custodian Secretary
1	Informing School Population regarding theft or vandalism	<ul style="list-style-type: none"> Logs of graffiti incidents accompanied by records of removals. 	<ul style="list-style-type: none"> Principal Lead Custodian Facilities Director Secretary
1	Provide a safe playground area for all students.	<ul style="list-style-type: none"> Assessment of the workmanship over the course of the 2016-17 school year. 	<ul style="list-style-type: none"> Principal Facilities Director Lead Custodian
2	Continue developing student support programs and events.	<ul style="list-style-type: none"> Number of students participating in program Discipline records (Aeries) Surveys 	<ul style="list-style-type: none"> Counselor Student Council Advisor Principal Secretary
2	Refusal Skills	<ul style="list-style-type: none"> Healthy Kids Survey School Survey Number of Discipline incidents entered into Aeries. 	<ul style="list-style-type: none"> Counselors Principal Teachers Yard Supervisors Secretary EDCOE Staff
3	Student achievement and social development activities.	<ul style="list-style-type: none"> Log of team meeting dates Collection of team meeting minutes Event Attendance Records PTC Minutes/Treasurer Reports 	<ul style="list-style-type: none"> Principal Counselor Staff Yard Supervisors
3	Collaboration over Data/Teaching	<ul style="list-style-type: none"> Staff calendars Staff bulletins Minutes from staff collaboration sessions Discussions with Prof. Development Contractors 	<ul style="list-style-type: none"> Principal Teachers
3	Intervention Opportunities	<ul style="list-style-type: none"> Data collected at the end of each progress report and report card period to see if tutoring improved at risk student's grades. 	<ul style="list-style-type: none"> Principal Counselor Teachers Secretary Paraeducators (Tutors)

		<ul style="list-style-type: none">• Teacher's observations about quality of student's work assignments turned in, test scores and the overall success of the tutoring program, grade level coordination and intervention.• SST documentation and monitoring of intervention strategies.	
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PART ONE: SAFETY PLAN BUDGET

Summarize budget...
Correlate the budget with activities, goals and objectives.

COMPONENT	ITEM	SOURCE	AMOUNT
1	Promote Connections with Students, Staff, and the Community	Site Funds	\$0
1	ID Badges	Life Touch	\$0
1	School Theft/Vandalism	Facilities Budget	As Needed
1	Playground Area	District Funds	As Needed
2	Support Programs	Site Funds PTC Funds	\$2,500
2	Refusal Skills	Site Funds	\$183
3	Student Achievement and Social Development	N/A	\$0
3	Collaboration over Data/Teaching	Title 1, Title II, and Site Funds	\$12,924
3	Intervention Opportunities	Title I and Intervention Funds	\$54,400

Appendix

A. School Safety Program	BP 0450
B. Safe Entrance Exit of Students, Parents and Staff	BP 5142
C. Disaster Procedures (SEMS) (NIMS)	
D. Child Abuse Reporting Procedures	BP/AR 5141.4
E. Rules and Procedures on School Discipline	BP/AR 5144
F. Suspension and Expulsion Policies	BP/AR 5144.1 AR/5144.2
G. Firearms on School Grounds	BP 3515.7
H. Gang Affiliation and Activity	BP/AR 5136
I. Sexual Harassment Policy	BP/AR 5145.7
J. Notifying Teachers of Dangerous Pupils	BP/AR 4158
K. Hate-Motivated Behavior	BP 5145.9
L. Dress and Grooming	BP/AR 5132

Rescue Union ESD

Board Policy

Comprehensive Safety Plan

BP 0450

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)

(cf. 9320 - Meetings and Notices)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

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

(cf. 9011 - Disclosure of Confidential/Privileged Information)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student act constituting grounds for suspension or expulsion
67381 Violent crime
PENAL CODE
422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
CODE OF REGULATIONS, TITLE 5
11987-11987.7 School Community Violence Prevention Program requirements
11992-11993 Definition, persistently dangerous schools
UNITED STATES CODE, TITLE 20
7111-7122 Student Support and Academic Enrichment Grants
7912 Transfers from persistently dangerous schools
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

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

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

WEB SITES

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

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolencePrevention>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

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

U.S. Department of Education: <http://www.ed.gov>

U.S. Secret Service, National Threat Assessment Center: <http://www.secretservice.gov/protection/ntac>

Policy

adopted: September 2004

revised : January 24, 2017

RESCUE UNION SCHOOL DISTRICT

Rescue, California

Rescue Union ESD

Administrative Regulation

Comprehensive Safety Plan

AR 0450

Philosophy, Goals, Objectives and Comprehensive Plans

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization

3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

4. A representative of each teacher organization at the school

(cf. 4140/4240/4340 - Bargaining Units)

5. A representative of the school's student body government

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

(cf. 1700 - Relations Between Private Industry and the Schools)

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

(cf. 0500 - Accountability)

(cf. 0510 - School Accountability Report Card)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 6159 - Individualized Education Program)

- b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

- c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

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

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.8 - Comprehensive Health Education)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

(cf. 1020 - Youth Services)

7. District policy related to possession of firearms and ammunition on school grounds

(cf. 3515.7 - Firearms on School Grounds)

8. Measures to prevent or minimize the influence of gangs on campus

(cf. 5136 - Gangs)

9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(cf. 5116.1 - Intradistrict Open Enrollment)

10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 3530 - Risk Management/Insurance)

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.5 - Vandalism and Graffiti)

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

- a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
- b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

- c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

14. Crisis prevention and intervention strategies, which may include the following:

- a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.5 - Sex Offender Notification)

(cf. 5131.4 - Student Disturbances)

- b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
- c. Assignment of staff members responsible for each identified task and procedure
- d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
- e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

- f. Development of a method for the reporting of violent incidents
- g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

Regulation

approved: September 2004

revised: January 24, 2017

RESCUE UNION SCHOOL DISTRICT

Rescue, California

Rescue Union ESD

Board Policy

Safety

BP 5142

Students

The Governing Board recognizes the importance of providing a safe school environment in order to help ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including practices relative to school facilities and equipment, outdoor environment, educational programs and school-sponsored activities.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3320 - Claims and Actions Against the District)
- (cf. 3514 - Environmental Safety)
- (cf. 3514.1 - Hazardous Substances)
- (cf. 3514.2 - Integrated Pest Management)
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)
- (cf. 3530 - Risk Management/Insurance)
- (cf. 3542 - School Bus Drivers)
- (cf. 3543 - Transportation Safety and Emergencies)
- (cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
- (cf. 4119.43/4219.43/4319.43 - Universal Precautions)
- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)
- (cf. 5141 - Health Care and Emergencies)
- (cf. 5141.1 - Accidents)
- (cf. 5142.1 - Identification and Reporting of Missing Children)
- (cf. 5142.2 - Crossing Guards)
- (cf. 5143 - Insurance)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6161.3 - Toxic Art Supplies)
- (cf. 7111- Evaluating Existing Buildings)

Staff shall be responsible for the proper supervision of students during school hours, while at school-sponsored activities and while students are using district transportation to and from school.

The principal or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy and administrative regulation. Copies of the rules shall be sent to parents/guardians and be readily available at the school at all times.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety, injury prevention and disease prevention.

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety Program
17280-17317 Building approvals (Field Act)
17365-17374 Fitness of school facilities for occupancy
32001 Fire alarms and drills
32020 School gates; entrances for emergency vehicles
32030-32034 Eye safety
32040 First aid equipment
32225-32226 Two-way communication devices in classrooms
32240-32245 Lead-free schools
32250-32254 CDE school safety and security resources unit
32280-32289 Safety plans
44807 Duty of teachers concerning conduct of students
44808 Exemption from liability when students are not on school property
44808.5 Permission for students to leave school grounds; notice (high school)
45450-45451 Crossing guards
48900 Hazing
49300-49307 School safety patrol
49330-49335 Injurious objects
49341 Hazardous materials in school science laboratories
51202 Instruction in personal and public health and safety

GOVERNMENT CODE

810-996.6 California Tort Claims Act

HEALTH AND SAFETY CODE

115725-115735 Playground safety
115775-115800 Wooden playground equipment
115810-115816 Playground safety and recycling grants

PENAL CODE

245.6 Hazing

PUBLIC RESOURCES CODE

5411 Purchase of equipment usable by physically disabled persons

VEHICLE CODE

21100 Rules and regulations; crossing guards
21212 Use of helmets
42200 Fines and forfeitures, disposition by cities
42201 Fines and forfeitures, disposition by counties

CODE OF REGULATIONS, TITLE 5

202 Exclusion of students with a contagious disease
570-576 School safety patrols

5531 Supervision of social activities
5552 Playground supervision
5570 When school shall be open and teachers present
14103 Bus driver; authority over pupils

COURT DECISIONS

Wiener v. Southcoast Childcare Centers, (2004) 32 Cal.4th 1138
Kahn v. East Side Union High School District, (2003) 31 Cal.4th 990
Hoyem v. Manhattan Beach City School District, (1978) 22 Cal. 3d 508
Dailey v. Los Angeles Unified School District, (1970) 2 Cal 3d 741

Management Resources:

AMERICAN SOCIETY FOR TESTING AND MATERIALS

F 1487-05, Standard Consumer Safety Performance Specification for Playground Equipment for Public Use, 2005

U.S. CONSUMER PRODUCT SAFETY COMMISSION PUBLICATIONS

Handbook for Public Playground Safety, Pub. No. 325, 1994, rev. 1997

WEB SITES

American Society for Testing and Materials: <http://www.astm.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/l/s/ss>

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Environmental Protection Agency: <http://www.epa.gov>

U.S. Consumer Product Safety Commission: <http://www.cpsc.gov>

U.S. Department of Education, Safe Schools:

<http://www.ed.gov/about/offices/list/osers/osep/gtss.html>

Policy RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California



RESCUE UNION SCHOOL DISTRICT

[SCHOOL NAME]

[SCHOOL ADDRESS]

[SCHOOL PHONE NUMBER]

Crisis Response and Emergency Procedure Manual

Updated February 2017

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- Fire Procedures (Page 4-5)
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- Shelter-in-Place Procedures (Page 7)
- Lockdown Procedures (Page 8)
- Emergency Buddy Class List (Page 9)
- Emergency Contacts (Page 10)
- Incident Command System Staff (Page 11)
- Roles and Responsibilities with Definitions of Each Role (Pages 12-16)
- Incident Commander / Emergency Manager Responsibilities (Pages 17-18)
- Classifying the Threat Severity Level (Pages 19-22)
- Authority and Succession (Page 22)
- District Concept of Operations (Pages 23-25)

Faculty/Staff Initial Actions and Response

Initial Actions: What to do if you discover an incident:

Typically, incidents involving schools will come to the attention of a faculty or staff members by intercom, observation or telephone notification. The first faculty/staff member discovering or receiving information about an incident will do the following:

1. Call police, fire or EMS if needed.
 - a. The local emergency number is **9-1-1**. Dial from land line is possible for faster response.
 - b. Fire Department numbers are **Rescue: (530) 626-4911** or **El Dorado Hills: (916) 933-6623**
2. Notify the office to activate the Emergency Notification System (InformaCast) via phone.
3. Take action to protect students, faculty, staff and property. This might include:
 - Moving people away.
 - Isolating and securing the area.
 - Providing assistance as needed to students and personnel.
 - Directing public safety responders to the scene.
4. Activate the Catapult EMS Code Red Incident.

Executing Decisions of the Incident Commander (IC), Emergency Manager (EM) and/or the District Incident Management Team (DIMIT)

The Rescue Union School District has empowered and authorized the Emergency Manager (EM), Incident Commander (IC) and Incident Management Teams (IMT) to direct and coordinate the District's response to emergency situations. The Incident Commander (IC) and/or Emergency Manager (EM) will classify the Threat Severity Levels for all wide-spread incidents and determine the appropriate site actions based on the Threat Severity Level assigned.

Site administrators may be notified of actions to take by either the Incident Commander (IC) and/or Emergency Manager (EM) or another member of the District Incident Management Teams (DIMIT), such as the person serving as Operations Section Chief. District personnel will follow and execute all directions and orders from the Emergency Operations Center (EOC), Emergency Manager (EM), Incident Commander (IC) and/or Incident Management Teams (IMT).

Command Center Location:

1. [PRIMARY LOCATION]
2. [SECONDARY LOCATION]

Earthquake & Drop, Cover and Hold on Procedures

Earthquake Procedures:

1. Intense shaking occurs.
2. Teacher gives command “DROP”.
3. Staff and student follow Drop, Cover and Hold on procedures.
4. Wait for shaking to stop.
5. Check for injuries and/or trapped individuals. If any individuals are trapped assure them help will be forthcoming.
6. After checking for blocked exits, give command to evacuate.

Drop, Cover and Hold on Procedures:

Drop, Cover and Hold on may be used when there is a danger to students and staff of being injured by debris. Students are trained to go under desks and/or tables cover your head and neck with one arm and hold on to furniture leg with the other arm for protection. Procedures are as follows:

If inside a building or classroom:

- Get under desk or piece of furniture as a shield
- Drop to your hands and knees with your back to the window.
- Make body as small as possible.
- Cover your head and neck with one arm and hold on to furniture leg with the other arm.
- Keep eyes closed.
- If an earthquake, hold on until the shaking stops.
- Wait for further instructions.

If outside of school buildings:

- Get clear of all buildings, power lines, light poles or sources that may be dangerous.
- Lie flat with chest down and back up with face away from dangerous hazards.
- Cover head, face as much skin surface as possible.
- Keep eyes closed.
- Wait for further instructions.

When safe to do so, follow evacuation procedures on page 6 of this manual.

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Fire Procedures

If you see smoke, fire or if the fire alarm sounds:

Procedure for During Class Time:

1. Teachers:
 - Grab your keys, device and Emergency Bag/Backpack.
 - Check that all exits are clear. If exits are blocked, find alternate exit route.
 - Staff exit the room with students, check that all students are out of the classroom and leave door closed and unlocked and report to primary evacuation location unless directed to go to a secondary location.
(See Evacuation Map)
 - Activate fire alarm pull station if nearby and the alarm is not yet sounding.
2. Students exit classroom and WALK in an orderly line.
3. NO TALKING IS PERMITTED.
4. Once in evacuation area, teachers take roll and account for each student via CatapultEMS.
5. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.
6. Students remain in orderly and silent lines until the all clear signal is given.
7. P.E. Classes: Teacher/supervising adult:
 - Stop activity
 - Organize class into silent and orderly lines
 - Lead class to evacuation area.

NOTE: Elevators are not to be used during fire evacuations. Use an alternate route.

Procedure Used Before School, During Lunch and Recess:

1. Students WALK to the designated evacuation area.
2. Students wait in orderly and silent lines for their teacher/supervising adult to give further instructions.

**ALL SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL
FIRE DRILLS**

Parents, guests and community people on the grounds during a drill must participate.

Complete Evacuation Procedures: Refer to page 6 of this manual.

Principal or designee will act as a Liaison with first arriving fire personnel to provide directions and information regarding the situation.

Fire Procedures (Continued)

Using a Fire Extinguisher

Rescue Union School District provides fire extinguisher training to faculty and staff upon being hired and annually. (California Code of Regulations: Title 8, §6151. Portable Fire Extinguishers. Section G.)

During the beginning stages of a fire:

- Pull the fire alarm (This will notify the Fire Department automatically)
- Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
- Evacuate students from the room and line up outside of classroom then, if safe to do so, teacher/staff member may attempt to put out the fire with fire extinguisher.
- Discharge the extinguisher within its effective range using the P.A.S.S. technique: Pull, Aim, Squeeze, and Sweep.
- Back away from an extinguished fire in case it flames up again.
- Evacuate immediately if the extinguisher is empty and the fire is not out.
- Evacuate immediately if the fire progresses.
- After you evacuate call 911, if appropriate.

If evacuation is necessary, follow evacuation procedures. Refer to Page 6 of this manual.

Most fire extinguishers operate using the following P.A.S.S. technique:

1. *PULL*... Pull the pin. This will also break the tamper seal.
2. *AIM*... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire.
NOTE: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.
3. *SQUEEZE*... Squeeze the handle to release the extinguishing agent.
4. *SWEEP*... Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 - 4.

If you have the slightest doubt about your ability to fight a fire....EVACUATE IMMEDIATELY!

Complete Evacuation Procedures: Refer to page 6 of this manual.

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Evacuation Procedures

Evacuation is the removal of all students, faculty and staff from district facilities. Designated evacuation areas for each facility should be pre-established, with primary and secondary sites being identified. Routes to get to those designated evacuation areas should also be pre-established.

Procedures are as follows:

- Alarm will sound or instructions to evacuate will come over the intercom.
- Grab your keys, device and Emergency Bag/Backpack.
- Last staff member out should check the room to ensure that the room is empty.
- Staff exit the room with students, leave door closed and unlocked and report to primary location unless directed to go to a secondary location.

Primary Evacuation Area: [ENTER LOCATION]

Secondary Evacuation Area: [ENTER LOCATION]

- An active assailant may necessitate evacuation to a non-pre-planned location to be indicated by the Incident Commander (IC)
- Remain calm and keep students as calm as possible.
- If the designated exit way is blocked, go to the nearest available exit.
- Once evacuated, log into Catapult EMS and begin accounting for yourself and your students.
- Once you have finished accounting for students with the Catapult EMS then remain in evacuation area and wait for further instruction from the Incident Commander (IC) or judgement of the faculty/staff member.

NOTE: Elevators are not to be used during evacuations. Use an alternative route.

In the event that an evacuation off site is necessary, the **entire school** will walk to:

Primary off Site Location: [ENTER LOCATION]

Secondary off Site Location: [ENTER LOCATION]

All staff and students will remain in a safe area until receiving verbal notification from on-site administrators to return to the facility.

If a **bus evacuation** is necessary, the Incident Commander (IC) will contact the Superintendent or District Office to make the request. The Superintendent or designee, will then coordinate the bus evacuation with the Director of Transportation if deemed necessary.

DO NOT CONSIDER THE BELL AS A SIGNAL TO RETURN; IT MIGHT BE A MALFUNCTION.

Shelter-in-Place Procedures

Shelter-in-place refers to protecting students, faculty and staff within the buildings where they currently reside. This option is appropriate for threats posed by atmospheric contamination. These threats could include accidents or attacks involving chemical, biological, radiological hazards, natural gas or smoke.

This option can be used in two types of situations.

- First, there is no immediate threat to the structure of the facility itself, so all people can remain safe by staying inside.
- Second, the threat is such that an attempt to move students, faculty and staff from the building would expose them to more danger than they would face by staying put. This option would most likely be used during a hazardous materials incident outside the facility, such as when an escaping gas could cause harm to those who inhale it. It might also be used if releasing students and personnel could interfere with law enforcement or firefighting activity in the area.

Procedures are as follows:

- Instructions to Shelter-in-Place will be delivered over intercom system.
- Office staff will contact district Maintenance Department to turn off A/C and air handling systems.
- Close and lock all exterior windows and doors, also close blinds.
- Seal gaps in doors and windows.
- All students, faculty and staff should seek shelter by moving away from outside windows and doors.
- Log into Catapult EMS and account for yourself and your students.
- Do not leave until notified that it is safe to do so by the Incident Commander (IC).
- Continue on with instruction as usual.
- Incident Commander (IC) will notify you when shelter-in-place situation is over.

Lockdown Procedures

Lockdown is protecting students, faculty and staff from an internal or external threat, such as a violent person, by excluding or isolating that threat. Movement of students and school personnel should be limited; protective cover should be sought.

Procedures are as follows:

- Lockdown procedures may be activated by your site safety team when there is an immediate perceived threat that would necessitate a lockdown.
- Lockdown message by Superintendent will be delivered over intercom system.
- Close and lock all exterior windows and doors, cover door windows, close blinds, and turn off the lights.
- All students, faculty and staff should move into isolated sections of buildings and reduce exposure to outside windows and doors, if safe to do so.
- After you lock your door, if safe to do so, check outside of the classroom or office door through the peep hole for nearby students, and move them into classroom.
- Get your faculty, staff and students in a safe position and stay quiet.
- Silence cell phones
- Turn off any audio-visual devices (i.e. Projectors, TV, etc.)
- If safe to do so, get your device and log into Catapult EMS.
- Account for yourself and all students with you. If other staff members are with you and they are not able to account for themselves then please message through Catapult EMS who is with you.
- Stay in lockdown position until the All Clear is given or until direction is given by the Incident Commander (IC) or law enforcement.

Emergency Buddy Classes

Every classroom is assigned a buddy classroom during an emergency. Buddy Class teachers will help each other in whatever way is needed. For example, if there is a substitute in the classroom, it will be especially important to communicate with and help your Buddy Classroom. Provide Assistance and direction as necessary. If the classroom teacher is not in the classroom at the time of the emergency, the Buddy Classroom Teacher will monitor and support those students as necessary.

BUDDY CLASS ASSIGNMENTS:

[ENTER BUDDY CLASSES]

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Emergency Contacts

Dial 911 in an emergency

Fire Department:

Rescue: (530) 626-4911
El Dorado Hills: (916) 933-6623

Sheriff Department:

(530) 621-6600

District Office:

Phone: (530) 677-4461 / Fax: (530) 677-0719

Food Services Department:

Phone: (530) 672-4466 / Fax: (530) 677-4098

Facilities & Maintenance Department:

Phone: (530) 672-4300 / Fax: (530) 677-5182

Technology Department:

Phone: (530) 672-4841 / Fax: (530) 677-1889

Transportation Department:

Phone: (530) 672-4310 / Fax: (530) 677-5182

Special Services Department:

Phone: (530) 672-4830 / Fax: (530) 672-1889

Green Valley Elementary School:

Phone: (530) 677-3686 / Fax: (530) 677-6532

Jackson Elementary School:

Phone: (916) 933-1828 / Fax: (916) 933-5569

Lake Forest Elementary School:

Phone: (916) 933-0652 / Fax: (916) 933-0654

Lakeview Elementary School:

Phone: (916) 941-2600 / Fax: (916) 941-3826

Marina Village Middle School:

Phone: (916) 933-3993 / Fax: (916) 933-3995

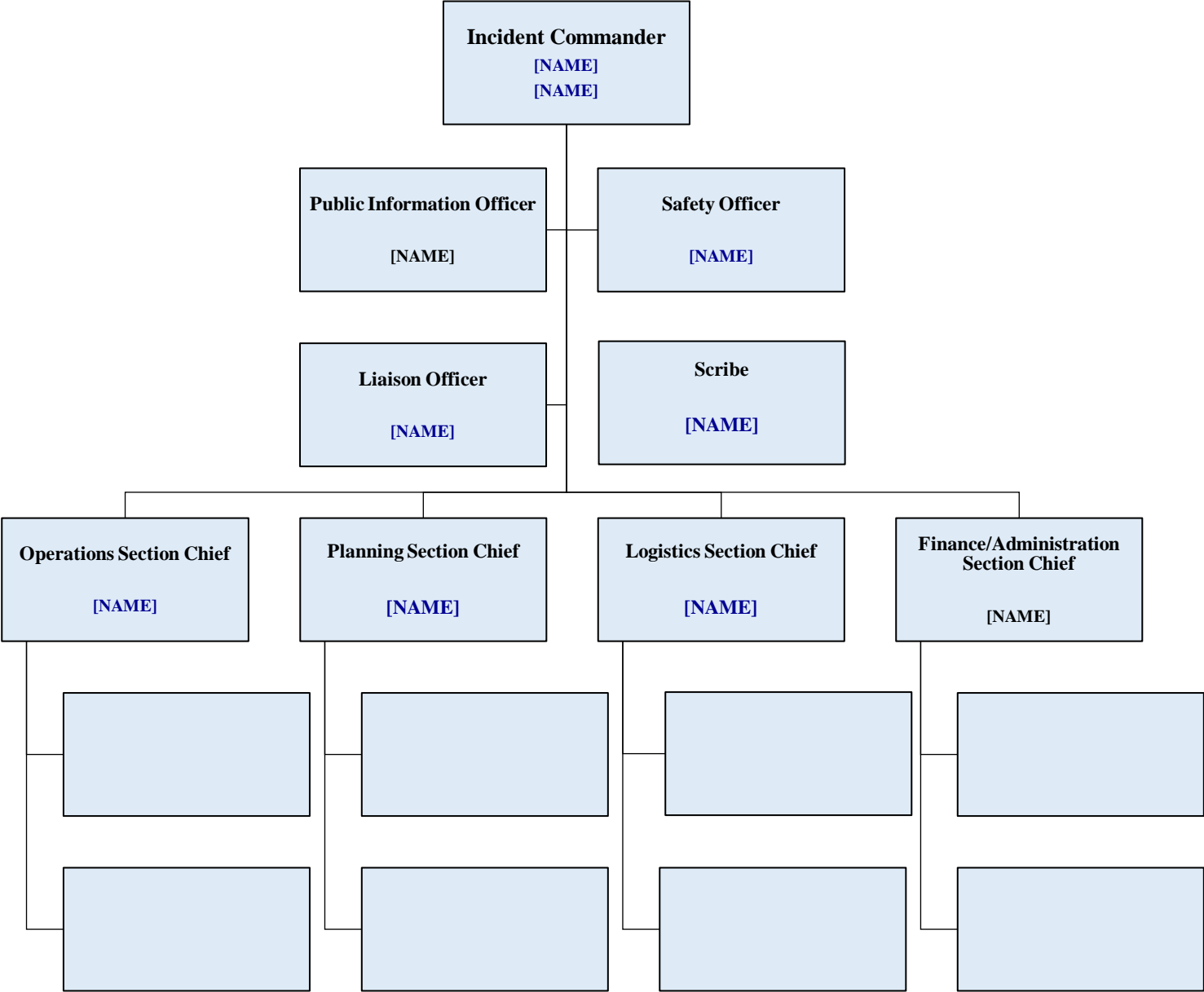
Pleasant Grove Middle School:

Phone: (530) 672-4400 / Fax: (530) 677-5829

Rescue Elementary School:

Phone: (530) 677-2720 / Fax: (530) 677-9705

Incident Command System Staff



Roles and Responsibilities

COMMAND STAFF:

Primary Incident Commander:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Backup Incident Commander:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Public Information Officer:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Liaison Officer:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Safety Officer:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

GENERAL STAFF - SECTION CHIEFS:

Operations Section Chief:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Logistics Section Chief:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Planning and Intelligence Section Chief:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Finance/Administration Section Chief:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

Incident Log / Scribe:

[NAME, TITLE]

[MOBILE PHONE / OFFICE PHONE+EXTENSION]

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Operations Section Chief

The Operations Section Chief manages all tactical operations of the incident, directing the implementation of action plans and strategies developed by the Incident Commander (IC) and Incident Management Team (IMT). The responsibilities of Operations are as follows:

- Supervise and direct the activities of all personnel assigned to the Operations Officer.
- Participate in planning sessions, concentrating on tactical objectives and operational strategies.
- Select or recommend perimeter assignments, staging area locations and resource requirements/availability to the Incident Commander (IC).
- Advise the Incident Commander (IC) of the readiness for tactical deployment of resources.
- Issue operational orders to implement directives of the Incident Commander (IC).
- Supervise and direct tactical operations, utilizing available resources as required.
- Make expedient changes to incident action plans based on field developments.
- Provide the Incident Commander (IC) with frequent incident status updates.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Logistics Section Chief

The Logistics Section Chief provides personnel, facilities, services and other resources required for the incident. The responsibilities of Logistics are as follows:

- Supervise and direct the activities of all personnel assigned to the Logistics Officer.
- Participate in planning sessions, concentrating on obtaining required resources and advising on their availability.
- Provide, maintain and control selected equipment, supplies, facilities and services.
- Establish and maintain communications.
- Stage resources so that they are readily available.
- Coordinate and process requests for additional resources.
- Assign security for Command Post, staging areas and other sensitive areas as required.
- Maintain a visible chart of resources requested and advise the Incident Commander (IC) and Operations when resources are available for deployment.
- Direct that meals and refreshments be provided as needed for all incident personnel.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

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Planning & Intelligence Section Chief

The Planning & Intelligence Section Chief collects, evaluates and disseminates the information needed to measure the size, scope and seriousness of the incident and to plan an appropriate response. The person serving in this function should be prepared to tap resources both inside and outside the Rescue Union School District. The responsibilities of Planning & Intelligence are as follows:

- Provide briefing on incident size and scope to all personnel.
- Deploy and supervise personnel as needed to gather and assess intelligence information.
- Participate in planning sessions, concentrating on obtaining the information needed for decision making.
- Prepare estimates of incident escalation or de-escalation.
- Report to Safety any condition observed which may cause danger or be a safety hazard to personnel.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Finance/Administration Section Chief

The Finance/Administration Section Chief handles the cost and financial matters of the incident. This generally includes overseeing the District's emergency procurement policy so that the essential resources for an effective response are available. It also encompasses managing the process of filing claims for loss, compensation, etc. The responsibilities of Administration/Finance are as follows:

- Participate in planning sessions, concentrating on financial and cost analysis issues.
- Assist Logistics with procurement of equipment, supplies and other resources needed for incident resolution.
- Ensure that all personnel time records are maintained.
- Prepare incident-related cost analysis as requested by the Incident Commander (IC).
- Respond to and evaluate incident-related compensation claim requests.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

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Public Information Officer

Public Information Officer is responsible for the formulation and release of information regarding the incident to the news media and other appropriate agencies and personnel. The person serving in this function will represent the district in the eyes of the public and should be the only one authorized to release information to the media. It is best to assign this task to a trained spokesperson familiar with media methods. All information and briefing material should be approved by the Incident Commander (IC) prior to being released.

The responsibilities of Public Information are as follows:

- Establish a media information center.
- Obtain copies of all media releases and post them in the Command Post (CP) for review.
- Prepare information summary on media coverage for Command Post (CP) personnel.
- Obtain approval from the Incident Commander (IC) for release of information to the news media.
- Provide press briefings and news releases as appropriate.
- Arrange for meetings between news media and incident personnel as directed by the Incident Commander (IC).
- Provide escort service for the media and other officials as necessary.
- Provide media release to be posted on District Web Page by Information Technology Manager or Technology Department.
- Maintain a log of all activities.

Safety Officer

The Safety Officer's mission is to help prevent injuries from occurring to anyone involved in the incident resolution. The person serving in this function is the only person other than the Incident Commander (IC) who has the authority to stop an authorized plan from being put into action. Safety must be prepared to intercede to protect lives at any time, in whatever manner is necessary.

The responsibilities of Safety are as follows:

- Participate in planning sessions, concentrating on issues of safety for those responding to the incident.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Correct unsafe acts or conditions through regular lines of authority when possible.
- Invoke EMERGENCY AUTHORITY to immediately correct unsafe acts when time is of the essence.
- Monitor stress levels of personnel involved in the response.
- Review applicable safety regulation and procedures.

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Liaison Officer

Liaison Officer serves as the point of contact for responding agencies (law enforcement, fire, emergency medical, utilities, etc.) and other school districts that may be involved in the incident. This includes initiating and negotiating mutual aid agreements with these agencies and districts. Liaison usually manages the Agency Representatives, coordinating personnel assigned to the district's command post by responding agencies. He/she also manages any Agency Representatives activated by the District and sent to other command/operations posts to coordinate activities there.

The responsibilities of Liaison are as follows:

- Identify representatives from and maintain contact with each responding agency, including communication links and locations of all assisting personnel.
- Handle requests from Command Post personnel for inter-organizational contacts.
- Monitor operations to identify current/potential inter-organizational problems.
- Provide information to appropriate governmental agencies.
- Maintain an activity log.

Incident Log / Scribe

Incident Log/Scribe is charged with keeping a written log of all incident events and updating appropriate Command Post personnel on significant developments. This function is crucial as it serves as the basis of documenting the information needed to effectively manage an incident and to prepare the after-action reports and claims needed for the district to resume normal operations. The information captured by the Incident Log/Scribe also serves as the cornerstone for analysis and training that will aid the District's response to future events.

The responsibility of tracking and maintaining all documentation of an event lies with the Documentation Unit assigned out of the Logistics Section. It is still appropriate to appoint a specific Log Scribe to track decisions made by the Incident Commander, etc.

The responsibilities of Incident Log/Scribe are as follows:

- Maintain a Command Post journal, including minutes from Command Post briefings.
- Periodically distribute "situation reports" to Command Post personnel.
- Refer pertinent information to Public Information.
- Maintain and display an updated map of the incident location.
- Incident staff and student accountability will be monitored and recorded through Catapult EMS.

Incident Commander (IC) / Emergency Manager (EM)

Authorized Personnel and Responsibilities

The role of the Incident Commander (IC) is to manage and coordinate the incident at site level response for incidents affecting students, faculty, staff and facilities. In that capacity, the Incident Commander (IC) may direct personnel, take actions and implement procedures as necessary to resolve issues related to the incident. During a large incident an Emergency Operations Center (EOC) may be set up at District level under the direction of an Emergency Manager (EM) to coordinate multiple Command Post (CP) activities. The role of the Emergency Manager (EM) is to manage the impact of the incident and coordinate the Rescue Union School District response at the District level.

The following individuals are authorized to assume the position of Incident Commander (IC):

[NAME, TITLE] (Primary)

[MOBILE PHONE / OFFICE PHONE + EXTENSION]

[NAME, TITLE] (Backup)

[MOBILE PHONE / OFFICE PHONE + EXTENSION]

Once a person has assumed command of an incident, that person will remain the Incident Commander (IC) until relieved by choice or by the Superintendent.

The responsibilities of the Incident Commander (IC) are as follows:

- Assume command.
- Classify Threat Severity Level of threat by matching situation facts to threat criteria.
- Take protective action to stabilize the scene.
- Select and establish an appropriate Command Post.
- Activate appropriate Incident Command System (ICS) functions.
- Establish a Unified Command structure with responding agencies, if necessary.
- Conduct initial briefing of the Incident Management Team (IMT).
- Set specific objectives and direct that incident action plans be developed.
- Brief all Command Post (CP) personnel on incident action plans.
- Continually review and update incident action plans with the Incident Management Team (IMT).
- Approve all incident information released to the news media.
- Set objectives and approve plans for returning to normal operations.

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Initial Steps upon Notification

Upon being notified of an event, the Incident Commander (IC) will take the following initial actions:

1. Assume command.
 - State that you will serve as Incident Commander.
 - Gather all available information.
 - Ensure that emergency notifications have been made.
 - Ensure that initial protective actions have been taken.
2. Classify Threat Severity Level by matching the situation facts to threat criteria.
3. Direct additional actions based on threat level and enhance protective actions already taken.

Build and Maintain a Command Organization

As the incident continues and becomes more complex, the Incident Commander (IC) will need to delegate duties to others. This is done by activating the Incident Command System (ICS) functions that comprise the Incident Management Team (IMT). Which functions are activated and when that takes place will depend on the nature of the event confronting the District.

Specific actions to be taken by the Incident Commander (IC) are as follows:

Level I—Monitor/Standby

1. Identify the command post (CP).
2. Notify the Incident Management Team (IMT), directing them to keep a 10 minute response capability to the Command Post (CP).
3. Monitor the situation, updating the Incident Management Team (IMT) as necessary and others as appropriate.

Level II—Alert

1. Identify the command post (CP).
2. Notify the Incident Management Team (IMT), directing them to report to the Command Post (CP).
3. Activate positions and assign duties as needed.
4. Develop incident action plans.
5. Take action as conditions dictate.

Level III—Emergency

1. Identify the Command Post (CP).
2. Notify the Incident Management Team (IMT), directing them to report to the Command Post (CP).
3. Activate positions and assign duties as needed.
4. Evaluate initial response options.
5. Order and execute actions.
6. Develop and implement action plans for Incident Resolution.

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Change of Command Procedures

As stated earlier, once a person has assumed command of an incident, that person will remain as Incident Commander (IC) until he/she requests that another person take that role or until the Superintendent directs that another person will become the Incident Commander (IC). Should either of those events occur, the “change of command” procedures for the Incident Commander (IC) will be:

- The Emergency Manager (EM)/Incident Commander (IC) will remain in command until relieved, either by choice or the Superintendent.
- The person being relieved will brief the person assuming command (face-to-face if possible) and address at least the following issues:
 - Incident conditions.
 - Safety considerations.
 - Status of incident action plans.
 - Deployment of personnel and equipment.
 - Progress toward completion of tactical objectives.
 - Need for additional resource.
 - Notify those within the command structure of the change in command.

Classifying the Threat Severity Level

All Hazards Approach

This Crisis Response and Emergency Procedure Manual uses an "all hazards" approach, allowing it to be effective in any emergency situation. An "all hazards" approach calls for an initial response based on the threat posed by the event, not the event itself. This is possible because many events, though widely different in nature, create similar risks to lives and property. As such, planning for potential Threat Severity Levels of the event is often more effective than planning for the multitude of situations that could conceivably happen. Once an initial protective action has been taken, more detailed strategies and plans for resolving a particular situation can be implemented.

Threat Severity Levels

The Crisis Response and Emergency Procedure Manual uses three Threat Severity Levels of information or conditions on the ground to structure the District's response. Characteristics of each level are discussed below. Examples are also given, although they are not meant to be a complete listing of possible situations that could occur.

Level I—Monitor/Standby

A Monitor/Standby Level situation is one where a minor event occurs or may occur that could negatively affect one or more District facilities, students, faculty and staff. It is characterized by the following:

- No immediate danger or emergency exists, but the potential is present.
- A minor incident occurs that appears to be of short duration.
- The situation is limited in scope and can be managed by one or a few appropriate staff members.

Examples of a Monitor/Standby Level situation include;

- A severe storm watch issued by the National Weather Service.
- A fire or hazardous materials incident within the District or within two (2) miles of a District facility.
- A minor building system problem.
- A local power outage.

Level II—Alert

An Alert Level situation is one where a risk exists or an incident is about to occur that will impact one or more District facilities, students, faculty or staff. The presented risk requires that a preparatory status be adopted. An Alert Level situation is characterized by the following:

- The potential danger is real; District personnel should be prepared to react.
- The situation has the potential for expanding beyond a limited area.
- The situation may continue for an extended duration.
- Resolving the situation may require resources in excess of those available locally.

Examples of an Alert Level II situation include:

- A severe storm warning issued by the National Weather Service.

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- A major fire or hazardous materials incident within one-half (1/2) mile of a district facility.
- A major building system failure.
- An incident at a District facility that, although being handled by the appropriate administration, may need additional District resources such as personnel, transportation, supplies, notifications, etc.

Level III—Emergency

Emergency Level recognizes that a risk is real and requires a response by the District. It is characterized by the following:

- Students, faculty or staff are in danger; facilities are at risk. Immediate action is necessary.
- The incident is on District property, or it is off District property but close enough to affect a facility or involves District students or personnel.
- The situation requires the coordination of District resources or coordination with outside agencies.

Examples of an Emergency Level situation include:

- A fire or hazardous materials incident occurring at a District facility.
- A major storm or weather event that is causing or has caused injury/damage.
- A traffic accident involving students and/or District personnel.
- Notification by competent authority that action is required due to a fire, hazardous materials incident or other emergency near a District facility.

Determining the Level of Threat

The process for determining the Threat Severity Level for any incident will be as follows:

- The Incident Commander (IC), upon being notified of an incident, will determine the Threat Severity Level of the information or conditions on the ground.
- The Incident Commander (IC) will communicate the Threat Severity Level to those who need to know.
- The Incident Commander (IC) may modify the classification up or down as more information becomes available or as the situation changes.
- Any reclassification of the Threat Severity Level will be communicated by the Incident Commander (IC).

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General Response Options

Limited Options Rationale

The nature of any response taken by Rescue Union School District will be related to Initial Response and Unified Command with other responders. Unified Command will be achieved with police, fire, emergency medical, emergency management, area health and utilities personnel who have both jurisdiction and major resources committed to the incident. The District's primary responsibility is to protect students, faculty, and staff, address the consequences of the incident, prepare for the continuity of essential services, and support scene activities.

Options

There are seven general response options available to the District in a critical incident. These options can be modified to fit the parameters of a particular event and the needs of a specific site. The options are discussed individually on the next few pages, addressing issues, priorities, and procedures.

Authority and Succession

Authority

The Rescue Union School District has developed the Emergency Management Plan as authorized under the Standardized Emergency Management System (SEMS). The plan is consistent with the:

- El Dorado County
- National Incident Management System (NIMS)
- Incident Command System (ICS)
- American Red Cross
- Office of Emergency Services (OES)

Succession

During emergency situations, the Field Response line of succession for [SCHOOL NAME] as part of the Rescue Union School District is as follows:

Principal

If the Principal is not available, the line of succession is:

Assistant Principal / Teacher in Charge
Operations Section Chief
Incident Log / Scribe
Logistics Section Chief
Superintendent
Assistant Superintendent – Business Services
Assistant Superintendent – Curriculum & Instruction

District Concept of Operations

The primary responsibility for emergency management at Rescue Union School District is vested with the Superintendent. The Superintendent has the authority to delegate this authority through the appointment of Emergency Interim Successors. We recognize the need to commit the appropriate municipal resources to ongoing training, exercises, and maintenance required in order to keep the plan current.

Management using National Incident Management System (NIMS)/Incident Command System (ICS)

The Rescue Union School District will utilize Standardized Emergency Management System (SEMS), National Incident Management System (NIMS) and Incident Command System (ICS) to manage all emergencies and special events. It is the responsibility of the individuals and groups responding to an emergency to establish an Incident Command Post (ICP), designate an Incident Commander (IC), and function in a Unified Command mode, if required.

Unified Command is an important element in multijurisdictional or multiagency incident management. It provides guidelines to enable agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively. As a team effort, Unified Command allows all agencies with jurisdictional authority or functional responsibility for the incident to jointly provide management direction to an incident through a common set of incident objectives and strategies and a single Incident Action Plan. Each participating agency maintains its authority, responsibility, or accountability.

On-scene emergency response operations will be directed and controlled by the Incident Commander (IC) or Operations Chief in Unified Command from the Incident Command Post (ICP). The District on-site group is the Incident Management Team (IMT) and if outside public safety is involved then Rescue Union School District officials will become part of the Unified Command Team.

Incident Command System (ICS) is a standardized, on-scene, all-hazards incident management approach that:

- Allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.
- Enables a coordinated response among various jurisdictions and functional agencies, both public and private.
- Establishes common processes for planning and managing resources.

Using management best practices, Incident Command System (ICS) helps to ensure:

- The safety of responders and others.
- The achievement of tactical objectives.
- The efficient use of resources.
- Use of common terminology.

Note that National Incident Management System (NIMS) prompts the use of Incident Command System (ICS) for every incident or scheduled event. Using Incident Command System (ICS) on all incidents helps hone and maintain skills needed for the large-scale incidents.

RESCUE UNION SCHOOL DISTRICT CRISIS RESPONSE AND EMERGENCY PROCEDURE MANUAL

The Incident Command System (ICS) team will be involved in the Initial Response and Unified Command during school/staff hours. After hours, weekends and holidays the Incident Command System (ICS) response team will be a blend of District Administrators, Facility Personnel, exempt Site Administrators, etc. that will be notified and scrambled for a quick response.

At all times the judgment of the ranking staff member in the building will prevail. Consideration will be given to the following IN THE ORDER SHOWN:

1. Safety of the students.
2. Safety of staff and other building occupants.
3. Protection of the building, its contents and grounds.
4. Minimizing the disruption to the education process.

When an emergency occurs the steps to be taken are:

1. Assess situation and quickly learn all you can about the situation.
2. Protect students and staff by evacuation or moving to other parts of the building as needed.
3. Make the needed notifications.
4. Attempt to minimize the situation and damage.

After the emergency has concluded, the situation should be reviewed to:

1. Prevent its recurrence.
2. Improve the operational response should it recur.
3. Debrief and provide an After Action Report for others to learn from.

Emergency Operations Center (EOC)

When Size, Scope and Seriousness of the event indicate that the incident will disrupt normal operations, the Emergency Operations Center (EOC) will coordinate and manage the institutions response and recovery.

During an escalating incident, an Emergency Operations Center (EOC) supports the on-scene response by relieving the burden of external coordination and securing additional resources. Emergency Operations Center (EOC) core functions include coordination; communications; resource allocation and tracking; and information collection, analysis, and dissemination. Emergency Operations Centers (EOC) may be staffed by personnel representing multiple jurisdictions and functional disciplines and a wide variety of resources.

The Emergency Operations Center (EOC) may be activated for a wide range of emergencies by the Superintendent or designee. An Incident Commander (IC) may need support during an emergency, an impending event (weather, threat) could prompt activation, the recovery process may need to be coordinated and managed over an extended time, or other situations may dictate the need for coordination and of resources.

The Rescue Union School District Emergency Operations Center (EOC) will coordinate with the County Emergency Operations Center (CEOC) in a community wide event. The focus of the District Emergency Operations Center (EOC) is maintaining the specific educational/business processes and the good name of Rescue Union School District during in the face of an ongoing incident. The focus of the County Emergency Operations Center (EOC) is community wide and they will generally view the District as a resource for sheltering, feeding, etc.

RESCUE UNION SCHOOL DISTRICT CRISIS RESPONSE AND EMERGENCY PROCEDURE MANUAL

The Emergency Operations Center (EOC) is a central location that supports Site Incident Command (IC) by:

- Making Executive/Policy Decisions.
- Coordinating interagency relations.
- Dispatching and tracking requested resources.
- Collect, analyze and disseminating information.
- Supporting the scene Command Post (CP).
- Implementing the Continuity of Operations Plan (COOP).
- Managing the normal business of the Rescue Union School District.
- Managing the impacts of the incident on the District.
- Recovery and return to normal business.

Emergency Operations Center (EOC) Staffing and Organization

The Rescue Union School District has designated representatives from each operating and administrative department as members of the Emergency Operations Center (EOC) staff. Appropriate sign-in procedures, security, and identification will be utilized at the Emergency Operations Center (EOC).

The primary Emergency Operations Center (EOC) location is the **District Office**. An alternate location will be determined if necessary and based on the emergency by the Incident Commander (IC) or designee. The emphasis of the Emergency Operations Center (EOC) will remain on the impact of the incident on the organization and support of the field Command Post (CP).

Executive Policy Group (EPG)

The Superintendent may form an Executive Policy Group (EPG) in a large or protracted incident. For most incidents the Superintendent will make decisions on appropriate protocols and operational policy decisions that impact the District and/or its good name and direct the Incident Commander (IC) and/or the Emergency Manager (EM) on how to proceed. The Superintendent will be notified of all unusual incidents impacting the District as soon as practical; and will manage all communications with parents, staff and employees, including any social media posts. The Superintendent, or designee, is the only person authorized to provide to the members of the press Rescue Union School District information which is a matter of record and public information. Members of the press, television and radio stations may be directed by the Superintendent to the administrator directly responsible for the information they seek.

The Executive Policy Group (EPG) typically include top management personnel such as the Superintendent, Assistant Superintendent, Board President, etc., plus high ranking public officials organized to make major policy decisions. The group (or point person) will focus on operational policy, protocols and strategic issues of the District and provide direction to the incident-related leadership.

Rescue Union ESD

Board Policy

Child Abuse Reporting Procedures

BP 5141.4

Students

The Governing Board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5142 - Safety)

Employees who are mandated reporters, as defined by law and district administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Parents/guardians may contact the Superintendent or designee to obtain procedures for filing a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site.

(cf. 1312.1 - Complaints Concerning District Employees)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

PENAL CODE

152.3 Duty to report murder, rape or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site

WEB SITES

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

School/Law Enforcement Partnership: <http://www.cde.ca.gov/spbranch/safety/partnership.html>

California Attorney General: <http://caag.state.ca.us>

California Department of Social Services: <http://www.dss.cahwnet.gov>

Governor's Office of Criminal Justice Planning: <http://www.ocjp.ca.gov>

Policy RESCUE UNION SCHOOL DISTRICT

adopted: March 2003 Rescue, California

Rescue Union ESD

Administrative Regulation

Child Abuse Prevention And Reporting

AR 5141.4
Students

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

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 (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

(cf. 3515.3 - District Police/Security Department)

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 (Education Code 44807)
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 (Education Code 49001)

(cf. 5144 - Discipline)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

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 nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

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. (Penal Code 11166)

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. (Penal Code 11166.05, 11167)

Any district employee who 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 against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

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. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

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. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable 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), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

El Dorado Child Protective Services

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, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- 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 name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, 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. (Penal Code 11166)

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. (Penal Code 11166)

Training

Training of mandated reporters shall include identification and mandated reporting of child abuse and neglect. (Penal Code 11165.7)

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.

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

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5145.7 - Sexual Harassment)

Victim Interviews by Social Services

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect 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. (Penal Code 11174.3)

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: (Penal Code 11174.3)

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. (Penal Code 11174.3)

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. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not 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.

(cf. 1312.1 - Complaints Concerning District Employees)

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.

(cf. 1312.3 - Uniform Complaint Procedures)

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, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

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 also shall 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. (Penal Code 11172)

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. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Regulation RESCUE UNION SCHOOL DISTRICT
approved: September 2004 Rescue, California
revised: August 2011

Rescue Union ESD

Board Policy

Discipline

BP 5144

Students

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed.
(Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.5 - Student Success Teams)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 35291.5, 32282)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year

and their effect on student learning.

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans
35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules
37223 Weekend classes
44807.5 Restriction from recess
48900-48926 Suspension and expulsion
48980-48985 Notification of parent/guardian
49330-49335 Injurious objects
52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus
353 Detention after school

Management Resources:

CSBA PUBLICATIONS

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

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

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

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

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

Public Counsel: <http://www.fixschooldiscipline.org>

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

Policy RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California

revised: February 26, 2013
revised: October 7, 2014

Rescue Union ESD

Administrative Regulation

Discipline

AR 5144

Students

Site-Level Rules

Site-level rules shall be consistent with district policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

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

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

11. Recess restriction as provided in the section below entitled "Recess Restriction"
12. Detention after school hours as provided in the section below entitled "Detention After School"
13. Community service as provided in the section below entitled "Community Service"
14. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

15. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

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

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

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during nonschool hours on school grounds or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of disciplinary rules to transfer

students at the time of their enrollment in the district.

Regulation RESCUE UNION SCHOOL DISTRICT

approved: September 2004 Rescue, California

revised: February 26, 2013

revised: October 7, 2014

Rescue Union ESD

Board Policy

Suspension And Expulsion/Due Process

BP 5144.1

Students

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 1020 - Youth Services)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

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

Maintenance and Monitoring Outcome Data of

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as

specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52060-52077 Local control and accountability plan

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
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
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

1415(K) Placement in alternative educational setting

7151 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

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. 348 (1997)

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

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

Management Resources:

CSBA PUBLICATIONS

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

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

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

California Attorney General's Office: <http://www.oag.ca.gov>

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

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/about/offices/list/osdfs>

Policy RESCUE UNION SCHOOL DISTRICT

adopted: March 2004 Rescue, California

revised: December 11, 2012

revised: March 12, 2013

revised: June 23, 2015

Rescue Union ESD

Administrative Regulation

Suspension And Expulsion/Due Process

AR 5144.1
Students

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)
(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion: Grades K-8

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim

suffered great or serious bodily injury (Education Code 48900(a) and (t))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)

(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))

Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-8," that has any of the effects described above on a reasonable student.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)

(cf. 5131.2 - Bullying)

(cf. 6163.4 - Student Use of Technology)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-8

Any student in grades 4-8 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

(cf. 5131.4 - Student Disturbances)

A student in grades 4-8 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

(cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as

defined in Education Code 233 (Education Code 48900.3)

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

(cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

(cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-8" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion. (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-8" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain them in the student's record. (Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days. (Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year. However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year. The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year. (Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. **Informal Conference:** Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, presented with the available evidence against him/her, and given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. **Administrative Actions:** All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. **Notice to Parents/Guardians:** At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. **Parent/Guardian Conference:** Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend

the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except

expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent

postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing

2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment. This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

(cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. **Closed Session:** Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. **Subpoenas:** Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20.

(Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-8" and "Additional Grounds for Suspension and Expulsion: Grades 4-8" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

- a. Any complaining witness shall be given five days' notice before being called to testify.
- b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.
- c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
- e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

(a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

(b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours

(c) Permit one of the support persons to accompany the complaining witness to the witness stand

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of

Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any act listed under "Mandatory Recommendation and Mandatory Expulsion" above, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the

semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-8" or "Additional Grounds for Suspension and Expulsion: Grades 4-8" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-8" or "Additional Grounds for Suspension and Expulsion: Grades 4-8" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the

expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-8" and items #1-3 under "Additional Grounds for Suspension and

Expulsion: Grades 4-8" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.
6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)

Regulation RESCUE UNION SCHOOL DISTRICT
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Rescue Union ESD

Administrative Regulation

Suspension And Expulsion/Due Process (Students With Disabilities)

AR 5144.2

Students

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

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

Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A *change of placement* shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
 - a. The series of removals total more than 10 school days in a school year.
 - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.

- c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in

his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. **Notice:** On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

(cf. 5145.6 - Parental Notifications)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. **Manifestation Determination Review:** Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. **Determination that Behavior is a Manifestation of the Student's Disability:** When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan

has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. **Determination that Behavior is Not a Manifestation of the Student's Disability:** When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

Due Process Appeals

If the parent/guardian disagrees with any district decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the district had *knowledge* of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or other supervisory district personnel about a pattern of behavior demonstrated by the student.

However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

Legal Reference:

EDUCATION CODE

35146 *Closed sessions re: suspensions*

35291 *Rules of governing board*

48203 *Reports of severance of attendance of disabled students*

48900-48925 *Suspension and expulsion*

49076 *Access to student records*

56000 *Special education; legislative findings and declarations*

56320 *Educational needs; requirements*

56321 *Development or revision of individualized education program*

56329 *Independent educational assessment*

56340-56347 *Individualized education program teams*

56505 *State hearing*

PENAL CODE

245 *Assault with deadly weapon*

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

626.9 *Gun-Free School Zone Act*

626.10 *Dirks, daggers, knives, razors, or stun guns*

UNITED STATES CODE, TITLE 18

930 *Weapons*

1365 *Serious bodily injury*

UNITED STATES CODE, TITLE 20

1412 *State eligibility*

1415 *Procedural safeguards*

UNITED STATES CODE, TITLE 21

812 *Controlled substances*

UNITED STATES CODE, TITLE 29

706 *Definitions*

794 *Rehabilitation Act of 1973, Section 504*

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 *Evaluation and placement*

104.36 *Procedural safeguards*

300.1-300.818 *Assistance to states for the education of students with disabilities, especially:*

300.530-300.537 *Discipline procedures*

COURT DECISIONS

Schaffer v. Weast, (2005) 546 U.S. 549

Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489

M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044

Honig v. Doe, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

Regulation

approved: March 2004

revised: December 11, 2012

RESCUE UNION SCHOOL DISTRICT

Rescue, California

Rescue Union ESD

Board Policy

Firearms on School Grounds

BP 3515.7

Business and Noninstructional Operations

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm
16150 Definition of ammunition
16520 Definition of firearm
26150-26225 Concealed weapons permit
30310 Prohibition against ammunition on school grounds
UNITED STATES CODE, TITLE 18
921 Definitions, firearms and ammunition
922 Firearms, unlawful acts
923 Firearm licensing
UNITED STATES CODE, TITLE 20
7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Policy RESCUE UNION SCHOOL DISTRICT
adopted: April 12, 2016 Rescue, California

Rescue Union ESD

Board Policy

Gangs

BP 5136

Students

The Governing Board desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

(cf. 5131.4 - Campus Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

The Superintendent or designee shall provide inservice training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5132 - Dress and Grooming)

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 Gang-related apparel

41510-41514 School Safety Consolidated Competitive Grant

48907 Student exercise of free expression

51264 Educational inservice training; CDE guidelines

51265 Gang violence and drug and alcohol abuse prevention inservice training

51266-51266.5 Model gang and substance abuse prevention curriculum

PENAL CODE

186.22 Participation in criminal street gang

13826-13826.7 Gang violence suppression

UNITED STATES CODE, TITLE 20

7101-7184 Safe and Drug-Free Schools and Communities Act

Management Resources:

CDE PUBLICATIONS

On Alert: Gang Prevention in School and Inservice Guidelines, January 1994

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

Policy RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California

Rescue Union ESD

Administrative Regulation

Gangs

AR 5136

Students

Prevention and Intervention Measures

In order to discourage the influence of gangs, school staff shall take the following measures:

1. Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.

a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.

b. The student may be sent home to change clothes if necessary.

(cf. 5132 - Dress and Grooming)

2. Staff members shall be provided with the names of known gang members.

3. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.

(cf. 1020 - Youth Services)

4. Any gang graffiti on school premises shall be removed, washed down or painted over as soon as discovered.

a. Daily checks for graffiti shall be made throughout the campus.

b. Graffiti shall be photographed before it is removed. These photographs shall be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.

(cf. 3515 - Campus Security)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Classroom and after-school programs at each school shall be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of constructive activities. These programs shall also:

- a. Explain the dangers of gang membership
- b. Provide counseling for targeted at-risk students
- c. Include lessons or role-playing workshops in gang avoidance skills and nonviolent conflict resolution, including communication skills, anger management, ethnic/cultural tolerance, and mediation skills
- d. Assign individual gang members to cooperative learning groups in which they may work toward common goals with students who are not members of their gang
- e. Provide school-to-career instruction

(cf. 6030 - Integrated Academic and Vocational Instruction)

- f. Provide positive interaction with local law enforcement staff

(cf. 5137 - Positive School Climate)

Gang prevention lessons may be taught jointly by teachers and law enforcement staff.

6. Staff shall actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging, including:

- a. Positive sports and cultural activities and affiliations with the local community

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

- b. Structured, goal-oriented community service projects

(cf. 6142.4 - Learning through Community Service)

Community Outreach

Gang prevention classes or counseling offered for parents/guardians shall address the following topics:

1. The dangers of gang membership
2. Warning signs which may indicate that children are at risk of becoming involved with gangs
3. The nature of local gang apparel and graffiti
4. Effective parenting techniques

5. Conflict resolution techniques

Community programs shall address:

1. The scope and nature of local gang problems
2. Strategies by which each segment of the community may alleviate gang problems

Regulation RESCUE UNION SCHOOL DISTRICT
approved: September 2004 Rescue, California

Rescue Union ESD

Board Policy

Sexual Harassment

BP 5145.7

Students

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a

school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

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

(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Confidentiality and Record-Keeping

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

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

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

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

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

CODE OF FEDERAL REGULATIONS, TITLE 34

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

COURT DECISIONS

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

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

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

Management Resources:

CSBA PUBLICATIONS

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

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance, January 2001

WEB SITES

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

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

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

Policy RESCUE UNION SCHOOL DISTRICT

adopted: August 11, 2009 Rescue, California

revised: June 25, 2013

Rescue Union ESD

Administrative Regulation

Sexual Harassment

AR 5145.7

Students

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

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

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

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

gestures, or computer-generated images of a sexual nature

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

School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. **Notice and Receipt of Complaint:** Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. **Initiation of Investigation:** The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged

harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

(cf. 5138 - Conflict Resolution)

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:

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

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
 - b. The type, frequency, and duration of the misconduct
 - c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
 - d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
 - e. The size of the school, location of the incidents, and context in which they occurred
 - f. Other incidents at the school involving different students
8. **Written Report on Findings and Follow-Up:** No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

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

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community

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

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

(cf. 4118 - Suspension/Disciplinary Action)

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

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

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

Notifications

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

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

(cf. 5145.6 - Parental Notifications)

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

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

Regulation RESCUE UNION SCHOOL DISTRICT
approved: April 2002 Rescue, California
revised: August 11, 2009
revised: June 25, 2013

Rescue Union ESD

Board Policy

Employee Security

BP 4158

Personnel

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5131.4 - Campus Disturbances)

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Board recognizes that access to two-way communications devices allows employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The district shall provide such communications devices in classrooms to the extent possible.

(cf. 5141 - Health Care and Emergencies)

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual

dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

(cf. 4118 - Suspension/Disciplinary Action)

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

Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144. - Discipline)

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

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

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35204 Contract with attorney in private practice or use of administrative advisor

35205 Contract for legal services

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48201 Transfer of student records

48900-48926 Suspension or expulsion Grounds for suspension or expulsion

49079 Notification to teacher; student who has engaged in acts constituting grounds for suspension or expulsion

49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety act

GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

PENAL CODE

71 Threatening public officers and employees and school officials

240 Definition of assault

241.2 Assault on school or park property against any person

241.3 Assault against school bus drivers

241.6 Assault on school employee includes board member

242 Definition of battery

243 Battery; definition of "injury" and "serious bodily injury"

243.2 Battery on school or park property against any person

243.3 Battery against school bus drivers

243.6 Battery against school employee includes board member

245.5 Assault with deadly weapon; school employee includes board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626.9 Gun-Free School Zone Act of 1995

626.10 Exceptions to bringing weapons on school grounds

646.9 Stalking

12403.7 Weapons approved for self defense

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

Management Resources:

CDE CORRESPONDENCE

0401.01 Protecting Student Identification in Reporting Injurious Objects

WEB SITES

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

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

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

Policy RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California

Rescue Union ESD

Administrative Regulation

Employee Security

AR 4158

Personnel

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144 - Discipline)

Employees shall promptly report to their principal or other immediate supervisor any attack, assault or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

(cf. 3515.2 - Disruptions)

Reports of attack, assault or threat also shall be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

(cf. 3515.4 - Recovery for Property Loss or Damage)

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)

(cf. 5125 - Student Records)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

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)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

(cf. 3515.3 - District Police/Security Department)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

Regulation RESCUE UNION SCHOOL DISTRICT
approved: September 2004 Rescue, California

Rescue Union ESD

Board Policy

Hate-Motivated Behavior

BP 5145.9

Students

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.

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

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.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6020 - Parent Involvement)

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.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6141.94 - History-Social Science Instruction)

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.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5131- Conduct)

(cf. 5144 - Discipline)

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

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

(cf. 5145.7 - Sexual Harassment)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

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

(cf. 6164.2 - Guidance/Counseling Services)

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

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

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>

Policy RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California

revised: October 13, 2009

Rescue Union ESD

Board Policy

Dress And Grooming

BP 5132

Students

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.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

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.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. 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.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

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

Policy RESCUE UNION SCHOOL DISTRICT
adopted: April 2002 Rescue, California

Rescue Union ESD

Administrative Regulation

Dress And Grooming

AR 5132

Students

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish and regularly review school rules which reflect Board policy governing student dress and grooming. Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

The following guidelines shall apply to all regular school activities:

1. Hair shall be clean and neatly groomed. Aerosol cans of hair color are not permitted at school. No spray-on-color that would drip when wet is allowed at school.
2. Shoes must be worn at all times. For safety purposes sandals should be held in place with heel straps.
3. Clothing, jewelry shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, or which advocate racial, ethnic or religious prejudice or the use of drugs, alcohol, or tobacco.
4. Hats, caps and other head coverings shall not be worn indoors. Exceptions may be provided for religious practice or during special event activities as designated by the school site principal.
5. All clothing shall be within the bounds of decency and good taste as appropriate for school. Garments shall be sufficient to conceal undergarments at all times.
 - a. Dress length shall be within the bounds of decency and good taste and no shorter than mid-thigh.
 - b. No bare midriffs. No low-cut or revealing tops. No "off the shoulder" blouses.
 - c. No garment may be worn that is cut-off, ragged or torn.
 - d. No "see through" or "fish net" type blouses or shirt may be worn. All students must wear shirts at all times.

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

Wearing of Shorts

Students will be allowed to wear Bermuda shorts, walking shorts or shorts within the following guidelines:

1. Shorts must be hemmed and appropriate for school activities
2. The length of the shorts must be within the bounds of decency and in good taste as appropriate for school. Short shorts are absolutely not to be worn at school.

Shorts that do not meet these criteria are not allowed. Tops worn with shorts must adhere to the guidelines above.

(cf. 5145.2 - Freedom of Speech Expression)

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

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

The 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

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

Because gang-related symbols are constantly changing, definition of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Regulation RESCUE UNION SCHOOL DISTRICT
approved: April 2002 Rescue, California
revised: April 12, 2016

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Job Description: English Language (EL) Program Coordinator (Management)

BACKGROUND:

The Board approves all job descriptions. The Superintendent is recommending the establishment of the position of English Language (EL) Program Coordinator.

STATUS:

The Board will consider approval of the job description for the position of English Language (EL) Program Coordinator.

FISCAL IMPACT:

Fiscal impact will be reflected in the 2017-2018 budget.

BOARD GOAL(S):

Board Focus Goal I- STUDENT NEEDS:

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

Board Focus Goal IV – STAFF NEEDS:

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

RECOMMENDATION:

Board approve the job description.

RESCUE UNION SCHOOL DISTRICT

POSITION TITLE: English Learner (EL) Program Coordinator – Support Services

CLASSIFICATION: Certificated Management

SUPERVISOR: Director of Student Support Services

BASIC FUNCTION:

Under general supervision of the Director of Student Services, plan, organize, implement, and direct a variety of programs, projects, and activities related to English Learners (EL), including federal and state projects related to English Learners (EL); provide effective leadership, technical assistance, training, and compliance monitoring to maximize student achievement, and create a more equitable educational system for all students.

REPRESENTATIVE DUTIES

ESSENTIAL DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this position, but is intended to accurately reflect the principle job elements.)

- Provide collaborative consultation and professional development to staff in order to support the integration and inclusion of students who are English Learners including information regarding the California English Language Development Test (CELDT)/English Language Proficiency Assessments for California (ELPAC) levels of students and how to support students at the various levels.
- Provide teachers with coaching in the area of English Language Arts that supports increased capacities to assess and instruct English learners.
- Model exemplary practices pertaining to English learners, assessment, as well as use of the data-inquiry methodology to improve instruction and increase student learning.
- In coordination with the Curriculum and Instruction department, may provide school staffs with workshops or professional development relating to English learners and bilingual/bicultural education.
- Keep abreast of the innovative instructional practices that advance academic achievement and language acquisition related to English learners.
- Seek and maintain a thorough understanding of the needs of the multilingual community members.
- Assist teachers, administrators, and parents in identification and services for English learners, including coordinating the CELDT/ELPAC administration process, and maintaining CELDT/ELPAC information and EL status in the district data system.
- Assists school personnel with the appropriate placement of students in accordance with the state and federal laws.
- Assists in the articulation of the English learner programs among elementary, and middle schools.
- Design and provide intensive direct support, strategies, and intervention for teachers of English learners at identified schools.
- Organize and work with all required community and parent advisory groups, the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC).
- Maintain knowledge of state and federal legislation and regulations affecting students who are English learners.
- Assists in administering the primary language test to assess and collect data on students whose dominant language is other than English.
- Collect, monitor and report on a variety of narrative and statistical reports on the academic progress and English language acquisition of English learners.
- Coordinate with the Media and Technology Clerk, and/or other District personnel to ensure English Learner data is correct for district reports.
- Provide consultation to Student Study Teams (SST) and Individual Education Plan (IEP) teams regarding English learners.
- Compile data and provide written and oral reports on the effectiveness of school site interventions for English learners.

- Coordinate before and/or after school tutoring, intervention activities and extended year programs for English learners.
- Send required notifications to parents for Title III compliance.
- Consult with the Support Services Director and assist in revising the Master Plan for English learners.

OTHER DUTIES:

- Coordinate Multicultural Fair.
- Coordinate Reclassification Ceremony.
- Attend El Dorado County English Learner Network meetings.

SKILLS, KNOWLEDGE AND ABILITIES:

SKILLS: Ability to provide instructional coaching one-on-one and in small groups with teachers, provide guidance, training, and other resources as needed. Experience in planning, reflecting, and problem solving conversations as an instructional coach. Create positive relationships with teachers and administrators. Communicate and demonstrate researched-based instructional practices that result in increased student performance. Communicate effectively with all members of the school district and community. React to change productively and handle other tasks as assigned.

KNOWLEDGE: Understands, plans and executes culturally proficient instruction. Familiar with the instructional coaching model. Current research and theory of second language acquisition, effective English language development methods, and bilingual methodology. Purpose, rules, and regulations of state and federal categorical programs. Applicable laws, codes, regulations, policies, and procedures. Interpersonal skills using tact, patience, and courtesy. Evaluation approaches, strategies, and techniques. Operation of a computer and related software.

ABILITY: Bring evidence-based practices into classrooms by working with teachers and other school leaders. Plan, organize, implement and direct a variety of programs, projects, and activities related to English learners. Establish and maintain effective working relationships with staff, parents, and the public. Effective oral and written communication. Work independently with little direction to meet schedules and time lines. Plan and organize work to meet schedules and timelines. Prepare comprehensive narrative and statistical reports. Communicate with persons of varied instructional knowledge and backgrounds; working as part of a team; being attentive to detail and setting priorities.

EDUCATION AND EXPERIENCE: Master's Degree preferred; A minimum of five years of experience providing successful instruction to English learners; and minimum of three years of increasingly responsible administrative or supervisory experience.

CERTIFICATES, LICENSES AND OTHER REQUIREMENTS:

- Valid California Teaching Credential with English Language Authorization
- California Administrative Services Credential
- Valid Class C California Driver's License; Provide personal automobile and proof of insurance
- Tuberculosis (TB) Test clearance
- Criminal Justice Fingerprint/Background Clearance.

WORKING CONDITIONS:

ENVIRONMENT: Office and school environment; driving a vehicle to conduct work.

SAMPLE PHYSICAL DEMANDS: Dexterity of hands and fingers to operate a computer keyboard; hearing and speaking to exchange information and make presentations; seeing to view a computer monitor and read a variety of materials; sitting or standing for extended periods of time; lifting, carry, pushing or pulling light objects as assigned by the position; bending at the waist, kneeling or crouching; reaching overhead, above the shoulders and horizontally.

Rescue Union School District
Administrators Salary Schedule

2016 - 2017

(Effect. 7-1-16 / includes 1.0% increase)

DRAFT Board Meeting 02.14.17

Established Classification	Work Days	Step:												
		1	2	3	4	5	6	7	8	9	10			
Superintendent	222	189,957												
Assistant Superintendent - Curriculum & Instruction - Certificated	222	106,285	108,942	111,666	114,390	117,249	120,109	123,112	126,115	129,267	132,420			
Curriculum & Instruction Director Special Ed./Student Services Director	225	101,014	103,539	106,128	108,716	111,434	114,152	117,006	119,860	122,856	125,853			
Middle School Principal - Traditional	210	95,537	97,925	100,373	102,822	105,392	107,963	110,662	113,361	116,199	119,029			
Elementary Principal - Traditional	210	94,281	96,639	99,054	101,470	104,007	106,544	109,208	111,871	114,668	117,465			
VicePrincipal - Traditional EL Program Coordinator	210	88,972	91,196	93,476	95,756	98,150	100,544	103,057	105,571	108,210	110,850			
Administrative Intern	184	77,230	79,160	81,139	83,118	85,196	87,274	89,456	91,638	93,929	96,220			
Psychologist	194	78,082	80,034	82,035	84,036	86,137	88,238	90,444	92,650	94,966	97,282			
	192	77,277	79,209	81,189	83,170	85,249	87,328	89,511	91,694	93,987	96,279			

Board Approved: 5-10-16
 Board Approved: 5-10-16
 Board Approved: 6-9-15
 Board Approved: 4-14-15
 Board Approved: 11-20-13
 10/18/2012

(adt'l 1% increase, based on passage of Prop.55 on Nov 8, 2016 election)

(4.5% increase, effect. 7-1-15) / 2 YR AGREEMENT

Per STRS regulations, Director of Human Resources and Media/Technology Director moved to Classified Management Salary Schedule Eff. 7-1-14

(4.5% increase, effect. 7-1-14)

(5.25% increase, effect. 7-1-13)

*Per information from STRS - Human Resources Director & Media/Technology Director positions are NOT considered Certificated positions. These positions are on the Administrators salary schedule as **non-STRS positions**.

RESCUE UNION SCHOOL DISTRICT

**AGENDA ITEM: Authorization of Short Term Position
Utility Technicians (2) – Field Refurbishing**

BACKGROUND:

Ed Code 45103 states that any position not requiring certification qualifications and that are substitute and short-term employees, employed and paid for less than 75 percent of a school year, shall not be a part of the classified service. "Short-term employee" means any person who is employed to perform a service for the district, upon the completion of which, the service required or similar services will not be extended or needed on a continuing basis. Before employing a short-term employee, the governing board, at a regularly scheduled board meeting, shall specify the service required to be performed by the employee pursuant to the definition of "classification" in subdivision (a) of Section 45101, and shall certify the ending date of the service. The ending date may be shortened or extended by the governing board, but shall not extend beyond 75 percent of a school year. "Seventy-five percent of a school year" means 195 working days, including holidays, sick leave, vacation and other leaves of absence, irrespective of number of hours worked per day.

STATUS:

District administration wishes to employ two (2) Utility Maintenance Technicians – Field Refurbishing. The two positions will backfill our current Utility Maintenance Technicians to allow them to focus on refurbishing school fields. Each short-term position is for a total of 128 days, 8 hours per day at the rate of \$17.83 per hour over the period of March 20, 2017 through September 15, 2017. These are one-time positions and meet the definition of short term per Ed Code 45103.

FISCAL IMPACT:

The estimated cost of the two positions is \$36,516 plus benefits.

BOARD GOAL:

Board Focus Goal III – STAFF NEEDS:

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to providing quality education for our students.

Board Focus Goal V – FACILITY / HOUSING

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

RECOMMENDATION:

The Superintendent recommends the Board approve this short term position.

ITEM#: 28
DATE: March 14, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Audit Services

BACKGROUND:

The district has previously contracted with Goodell, Porter, Sanchez & Bright for the district's annual audit; unfortunately Goodell, Porter, Sanchez & Bright will no longer provide services to public school districts. Crowe Horwath has been selected for the districts audit services for 2016-17. The district must confirm its arrangement for the annual audit by April 1 or the County Office of Education will arrange for an audit by May 1, 2017 for the 2016-17 Fiscal Year.

STATUS:

The District has made arrangements with Crowe Horwath to perform the District's annual audit for the 2016-17 Fiscal Year. The proposed contract for audit services was a result of an audit proposal request conducted by the El Dorado County Office of Education on behalf of districts within the county. The estimated cost of the audit will be approximately \$24,500 with 2016-17 will be the first year of the three year agreement.

FISCAL IMPACT:

This audit expense will be encumbered in the District's Budget.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

RECOMMENDATION:

District staff recommends the Board approve the agreement with Crowe Horwath to perform the District's 2016-17 annual audit.



Crowe Horwath LLP
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400 Capitol Mall, Suite 1400
Sacramento, California 95814-4498
Tel 916.441.1000
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February 10, 2017

Michael Albaugh
Assistant Superintendent of Business Services
Rescue Union School District
2390 Bass Lake Road
Rescue, California 95672

Dear Mr. Albaugh:

This letter confirms the arrangements for Crowe Horwath LLP ("Crowe" or "us" or "we" or "our") to provide the professional services discussed in this letter to Rescue Union School District ("the District" or "you", "your") for the years ending June 30, 2017, 2018 and 2019. The attached Crowe Engagement Terms is an integral part of this letter, and its terms are incorporated herein.

AUDIT SERVICES

Our Responsibilities

We will audit and report on the financial statements of the governmental activities, the business-type activities (if applicable), each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements of the Rescue Union School District for the periods indicated.

In addition to our report on the financial statements, we plan to evaluate the presentation of the following supplementary information in relation to the financial statements as a whole, and to report on whether this supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole.

- District Organization
- Schedule of Average Daily Attendance
- Schedule of Instructional Time
- Schedule of Expenditures of Federal Awards
- Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements
- Schedule of Financial Trends and Analysis
- Schedule of Charter Schools

In addition to our report on the financial statements, we also plan to perform specified procedures in order to describe in our report whether the following required supplementary information is presented in accordance with applicable guidelines. However, we will not express an opinion or provide any assurance on this information due to our limited procedures.

- Management's Discussion and Analysis
- Budgetary Comparison Schedules
- Schedule of Net Pension Liability

- Schedule of the District's Proportionate Share of the Net Pension Liability
- Schedule of Contributions

The document will also include the following additional information that will not be subjected to the auditing procedures applied in our audit of the financial statements, and for which our auditor's report will disclaim an opinion:

- Schedule of Financial Trends and Analysis

The objective of the audit is the expression of an opinion on the financial statements. We will plan and perform the audit in accordance with auditing standards generally accepted in the United States of America, the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards require that we obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement whether caused by error or fraud, and that we report on the Schedule of Expenditures of Federal Awards (as noted above), and on your compliance with Federal statutes, regulations, and the terms and conditions of Federal awards and on its internal controls as required for a Single Audit. Because of inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with applicable standards. An audit is not designed to detect error or fraud that is immaterial to the financial statements.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment including the assessment of the risks that the financial statements could be misstated by an amount we believe would influence the financial statement users. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

In making our risk assessments, we consider internal control relevant to the preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. However, we will communicate in writing to those charged with governance and management concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit. We will communicate to management other deficiencies in internal control identified during the audit that have not been communicated to management by other parties and that, in our professional judgment, are of sufficient importance to merit management's attention. We will also communicate certain matters related to the conduct of the audit to those charged with governance, including (1) fraud involving senior management, and fraud (whether caused by senior management or other employees) that causes a material misstatement of the financial statements, (2) illegal acts that come to our attention (unless they are clearly inconsequential) (3) disagreements with management and other significant difficulties encountered in performing the audit and (4) various matters related to the District's accounting policies and financial statements. Our engagement is not designed to address legal or regulatory matters, which matters should be discussed by you with your legal counsel.

We expect to issue a written report upon completion of our audit of the financial statements. Our report will be addressed to the Board of Trustees of the District. Circumstances may arise in which it is necessary for us to modify our opinion, add an emphasis of matter or other matter paragraph, or withdraw from the engagement.

In addition to our report on the financial statements and supplemental information, we plan to issue the following reports:

- Independent Auditor's Report on Compliance with State Laws and Regulations – The purpose of this report on compliance is solely to describe the scope of our testing of compliance with State Laws and regulations, and the results of that testing, based on the requirements of the State of California's *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.
- Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards* — The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.
- Independent Auditor's Report on Compliance for Each Major Federal Program and Report on Internal Control Over Compliance – The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

We will also perform tests of controls including testing underlying transactions, as required by the Uniform Guidance, to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of your major federal awards programs. We will determine major programs in accordance with the Uniform Guidance. Our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed. We will inform you of any deficiencies or other matters involving internal control, if any, as required by the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will also perform tests of your compliance with applicable laws, regulations, contracts and grants. However, because of the concept of reasonable assurance and because we will not perform a detailed examination of all transactions, there is a risk that material errors, irregularities, or illegal acts, including fraud or defalcations, may exist and not be detected by us. The objective of our audit of compliance relative to the financial statements will not be to provide an opinion on overall compliance with such provisions, and we will not express such an opinion. We will advise you, however, of any matters of that nature that come to our attention, unless they are clearly inconsequential.

The Uniform Guidance requires that we plan and perform the audit to obtain reasonable assurance about whether you have complied with certain provisions of laws, regulations, contracts and grants. Our procedures will consist of the applicable procedures described in the United States Office of Management and Budget (OMB) Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of your major programs. The purpose of our audit will be to express an opinion on your compliance with requirements applicable to major Federal award programs. Because an audit is designed to provide reasonable assurance, but not absolute assurance, the audit is not designed to detect immaterial violations or instances of noncompliance.

Our audit and work product are intended for the benefit and use of the District only. The audit will not be planned or conducted in contemplation of reliance by any other party or with respect to any specific transaction and is not intended to benefit or influence any other party. Therefore, items of possible interest to a third party may not be specifically addressed or matters may exist that could be assessed differently by a third party.

The working papers for this engagement are the property of Crowe and constitute confidential information. However, we may be requested to make certain working papers available to your oversight agency or grantors pursuant to authority given to them by law, regulation, or contract. If requested, access to such working papers will be provided under the supervision of our personnel. Furthermore, upon request, we may provide photocopies of selected working papers to your oversight agency or grantors. The working papers for this engagement will be retained for a minimum of three years after the date our report is issued or for any additional period requested by the oversight agency or pass-through entity. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party contesting the audit finding for guidance prior to destroying the working papers.

Government Auditing Standards require that we provide you with a copy of our most recent peer review report, which accompanies this letter.

The District's Responsibilities

The District's management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America. Management is also responsible for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error or fraud. The District's management is also responsible for complying with applicable laws, regulations, contracts and grants and such responsibility extends to identifying the requirements and designing internal control policies and procedures to provide reasonable assurance that compliance is achieved. Additionally, as required by the Uniform Guidance, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings, which should be available for our review, and a corrective action plan.

Management has the responsibility to adopt sound accounting policies, maintain an adequate and efficient accounting system, safeguard assets, and design and implement programs and controls to prevent and detect fraud. Management's judgments are typically based on its knowledge and experience about past and current events and its expected courses of action. Management's responsibility for financial reporting includes establishing a process to prepare the accounting estimates included in the financial statements.

Management is responsible for providing to us, on a timely basis, all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters. Management is also responsible for providing such other additional information we may request for the purpose of the audit, and unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence. Additionally, those charged with governance are responsible for informing us of their views about the risks of fraud within the District, and their knowledge of any fraud or suspected fraud affecting the District.

Management is responsible for adjusting the financial statements to correct material misstatements related to accounts or disclosures. As part of our audit process, we will request from management written confirmation concerning representations made to us in connection with the audit, including that the effects of any uncorrected misstatements aggregated by us during the audit are immaterial, both individually and in the aggregate, to the financial statements and to compliance with the requirements of its Federal programs. Management acknowledges the importance of management's representations and responses to our inquiries, and that they will be utilized as part of the evidential matter we will rely on in forming our opinion. Because of the importance of management's representations to an effective audit, you agree to release Crowe and its personnel from any liability and costs relating to our services under this letter attributable to any misrepresentations by management.

Management is responsible for the preparation of the supplementary information identified above in accordance with the applicable criteria. As part of our audit process, we will request from management certain written representations regarding management's responsibilities in relation to the supplementary information presented, including but not limited to its fair presentation in accordance with the applicable criteria, the method of measurement and presentation and any significant assumptions or interpretations underlying the supplementary information. In addition, it is management's responsibility to include the auditor's report on supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information. It is also management's responsibility to present the supplementary information with the audited financial statements or, if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by the District of the supplementary information and the auditor's report thereon.

Management is responsible for the preparation of the required supplementary information identified above in accordance with the applicable guidelines. We will request from management certain written representations regarding management's responsibilities in relation to the required supplementary information presented, including but not limited to whether it has been measured and presented in accordance with prescribed guidelines, the method of measurement and presentation and any significant assumptions or interpretations underlying the supplementary information.

At the conclusion of the engagement, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the designated federal clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of thirty days after receipt of the auditor's reports or nine months after the end of the audit period.

OTHER SERVICES

Financial Statement Preparation

The District will provide us with the necessary information to assist in the preparation of the draft financial statements including the notes thereto. We are relying on the District to provide us with the detailed trial balance, note disclosure information and any other relevant report information in a timely fashion and ensure the data is complete and accurate. Management is solely responsible for the presentation of the financial statements.

Preparation of the Schedule of Expenditure of Federal Awards

The District will provide us with the necessary information to prepare the draft schedule of expenditure of federal awards including the notes thereto. We are relying on the District to provide us with all information required by the Uniform Guidance for the schedule, notes and other relevant reporting information in a timely fashion and ensure the data is complete and accurate. Management is solely responsible for the presentation of the schedule of expenditures of federal awards.

Recordkeeping Assistance

The Entity will provide us with the necessary information to assist you in your recordkeeping. We will propose year end adjusting entries to management for your review and approval, including cash to accrual conversion entries. We are relying on the Entity to provide us with the necessary information in a timely fashion and ensure the data is complete and accurate.

With respect to the above other services, you agree to: assume all management responsibilities including making all management decisions; oversee the service by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services.

FEES

Our fees, inclusive of out-of-pocket expenses, are outlined below. Our invoices are due and payable upon receipt. Invoices that are not paid within 30 days of receipt are subject to a monthly interest charge of one percent per month or the highest interest rate allowed by law, whichever is less, which we may elect to waive at our sole discretion, plus costs of collection including reasonable attorneys' fees. If any amounts invoiced remain unpaid 30 days after the invoice date, you agree that Crowe may, in its sole discretion, cease work until all such amounts are paid or terminate this engagement.

Audit of the District's financial statements for the year ending June 30, 2017	\$	24,500
Audit of the District's financial statements for the year ending June 30, 2018	\$	25,725
Audit of the District's financial statements for the year ending June 30, 2019	\$	25,725

Circumstances may arise under which we must perform additional work and, thus, require additional billings for our services. Examples of such circumstances include, but are not limited to:

- Changing audit requirements
- New professional standards or regulatory requirements
- New financial statement disclosures
- Work caused due to the identification of, and management's correction of, inappropriate application of accounting pronouncements
- Erroneous or incomplete accounting records
- New or unusual transactions
- Change in your organizational structure or size due to merger and acquisition activity or other events
- Change in your controls
- Agreed-upon level of preparation and assistance from your personnel not provided
- Failure of your staff to prepare information in a timely manner
- Numerous revisions to your information
- Lack of availability of appropriate District personnel during audit fieldwork.

Additionally, to accommodate requests to reschedule audit fieldwork without reasonable notice, additional billings for our services could be required, and our assigned staffing and ability to meet agreed-upon deadlines could be impacted.

Our fee assumes that we will be provided with auditable trial balances for all funds at year end, that all bank accounts and investment accounts will be reconciled through the end of the year being audited to the trial balances, that interfund and transfer accounts will balance, that subsidiary ledgers will reconcile to the general ledger and that beginning fund equity amounts will be reconcilable to prior year audited ending fund equity. We assume that the District will cooperate with our requests for information such as explanations of account activity.

Additionally, we assume the District will provide a copy of the capital assets ledger including current year additions and dispositions and depreciation by functional expense. We assume that requested records such as invoices, contracts, grant agreements and supporting documentation will be located and provided to us. We also assume the District will prepare confirmation letters, the Introductory Section, the MD&A section and will provide the information necessary to complete the Supplementary Schedule of the report.

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Our fee does not include implementation of any other future accounting or auditing pronouncements and/or government requirements that may change, thus, the scope or amount of auditing necessary to complete our engagements may increase beyond what is currently anticipated. Should such events occur, we would present you with our estimate of any possible increase prior to beginning our audit for the given year. An equitable adjustment in the proposed fee will be negotiated if the cost of time required for performance of the audit service is increased or decreased pursuant to a change in scope of the audit requested by the District or required by State or Federal regulations.

When we become aware of circumstances which impact the amount or scheduling of our work, we will issue, for your approval, a formal change order detailing the reason and the anticipated impact of the change.

Because each year is a separate engagement and this three-year period does not constitute a continuous engagement, we will require execution of a new engagement letter for each subsequent year listed above. However, we agree to the fees listed above for each year unless we both agree in writing to a modification. In recognition of the significant start-up investment incurred by Crowe during the initial year of the three-year period, should you terminate Crowe during the three-year period for reasons other than failure of Crowe to perform, you agree to pay our fees and expenses for services performed up to the date of termination (which will be immediately due and payable) and a termination fee of 25% of the next year's fee if terminated after year one or 15% of the next year's fee if terminated after year two.

Our fees are exclusive of taxes or similar charges, as well as customs, duties or tariffs, imposed in respect of the Services, any work product or any license, all of which Client agrees to pay if applicable or if they become applicable (other than taxes imposed on Crowe's income generally), without deduction from any fees or expenses invoiced to Client by Crowe.

To facilitate Crowe's presence at Client's premises, Client will provide Crowe with internet access while on Client's premises. Crowe will access the internet using a secure virtual private network. Crowe will be responsible for all internet activity performed by its personnel while on Client's premises. In the event Client does not provide Crowe with internet access while on Client's premises, Client will reimburse Crowe for the cost of internet access through other means while on Client's site.

* * * * *

Crowe will provide the services to Client under this Agreement as an independent contractor and not as Client's partner, agent, employee, or joint venturer under this Agreement. Neither Crowe nor Client will have any right, power or authority to bind the other party.

This engagement letter agreement (the "Agreement") reflects the entire agreement between us relating to the services (or any deliverables or other work product) covered by this Agreement. The engagement letter and any attachments are to be construed as a single document, with the provisions of each section applicable throughout. This Agreement may not be amended or varied except by a written document signed by both parties. It replaces and supersedes any other proposals, correspondence, agreements and understandings, whether written or oral, relating to the services covered by this letter, and each party agrees that in entering this Agreement, it has not relied on any oral or written statements or other information not contained or incorporated in this Agreement. Any non-disclosure or other confidentiality agreement is replaced and superseded by this Agreement. The agreements of you and Crowe contained in this Agreement will survive the completion or termination of this Agreement. If any phrase, sentence, provision or other term of this Agreement is found unenforceable or invalid, this will not affect the other phrases, sentences, provisions or other terms, all of which will continue in effect as if the stricken term had not been included. This Agreement may be executed in two or more actual, scanned, emailed, or electronically copied counterparts, each and all of which together are one and the same instrument. Accurate transmitted copies (transmitted copies are reproduced documents that are sent via mail,

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delivery, scanning, email, photocopy, facsimile or other process) will be considered and accepted by each party as documents equivalent to original documents and will be deemed valid, binding and enforceable by and against all parties. This agreement must be construed, governed, and interpreted under the laws of the State of Illinois, without regard for choice of law principles.

We are pleased to have this opportunity to serve you, and we look forward to a continuing relationship. If the terms of this letter and the attached Crowe Engagement Terms are acceptable to you, please sign below and return a copy of this letter at your earliest convenience. If you have any question, please contact Matthew Nethaway at (916) 441-1000 with any questions or concerns.

ACCEPTANCE:

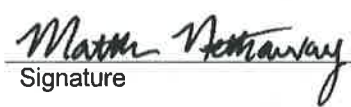
I have reviewed the arrangements outlined above and in the attached "Crowe Engagement Terms," and I accept on behalf of the District the terms and conditions as stated.

IN WITNESS WHEREOF, District and Crowe have duly executed this engagement letter as of the date below.

Crowe Horwath LLP and the Engagement Authorized Signer below are licensed or otherwise authorized by the California Board of Accountancy.

Rescue Union School District

Crowe Horwath LLP



Signature

Signature

Sid Albaugh

Matthew Nethaway

Printed Name

Printed Name

Assistant Superintendent

Partner

Title

Title

February 27, 2017

February 10, 2017

Date

Date

Crowe Engagement Terms

Crowe wants District to understand the terms under which Crowe provides its services to District and the basis under which Crowe determines its fees. These terms are part of the Agreement and apply to all services described in the Agreement as well as all other services provided to District (collectively, the "Services"), unless and until a separate written agreement is executed by the parties for separate services. Crowe specifically notes that no advice Crowe provides should be construed to be investment advice.

DISTRICT'S ASSISTANCE – For Crowe to provide its Services effectively and efficiently, District agrees to provide Crowe timely with the information it requests and to make District's employees available for Crowe's questions. The availability of District's personnel and the timetable for their assistance are key elements in the successful completion of Crowe's Services and in the determination of Crowe's fees. Completion of Crowe's work depends on appropriate and timely cooperation from District's personnel; complete, accurate, and timely responses to Crowe's inquiries; and timely communication by District of all significant tax, accounting and financial reporting matters of which District is aware. If for any reason this does not occur, a revised fee to reflect the additional time or resources required by Crowe will be mutually agreed upon, and District agrees to hold Crowe harmless against all matters that arise in whole or in part from any resulting delay.

PROFESSIONAL STANDARDS – As a regulated professional services firm, Crowe must follow certain professional standards where applicable, including the Code of Professional Conduct promulgated by the American Institute of Certified Public Accountants ("AICPA"). Therefore, if circumstances arise that, in Crowe's professional judgment, prevent it from completing this engagement, Crowe retains the right to take any course of action permitted by professional standards, including declining to express an opinion or issue other work product, or terminating the engagement.

REPORTS – Any information, advice, recommendations or other content of any memoranda, reports, presentations, or other communications Crowe provides under this Agreement ("Reports"), other than District's original information, are for District's internal use only, consistent with the purpose of the Services. District will not rely on any draft Report. Unless required by an audit or attestation professional standard, Crowe will not be required to update any final Report for circumstances of which we become aware or events occurring after delivery.

THIRD PARTY PROVIDER – Crowe may use a third-party service provider in providing Services to District which may require Crowe's sharing District's confidential information with the provider. If Crowe uses a third-party service provider, Crowe will enter into a confidentiality agreement with the provider to require them to maintain the confidentiality of District's confidential information, and Crowe will be responsible to District for maintaining its confidentiality. The terms of Crowe's engagement letter and these engagement terms will apply to any third party provider.

CONFIDENTIALITY – Except as otherwise permitted by this Agreement or as agreed in writing, neither Crowe nor District may disclose to third parties the contents of this Agreement or any information provided by or on behalf of the other that ought reasonably to be treated as confidential and/or proprietary. District use of any Crowe work product will be limited to its stated purpose and to District business use only. However, District and Crowe each agree that either party may disclose such information to the extent that it: (i) is or becomes public other than through a breach of this Agreement, (ii) is subsequently received by the recipient from a third party who, to the recipient's knowledge, owes no obligation of confidentiality to the disclosing party with respect to that information, (iii) was known to the recipient at the time of disclosure or is thereafter created independently, (iv) is disclosed as necessary to enforce the recipient's rights under this Agreement, or (v) must be disclosed under applicable law, regulations, legal process or professional standards.

DISTRICT-REQUIRED CLOUD USAGE – If District requests that Crowe access files, documents or other information in a cloud-based or web-accessed hosting service or other third-party system accessed via the internet, including, without limitation iCloud, Dropbox, Google Docs, Google Drive, a data room hosted by a third-party, or a similar service or website (collectively, "Cloud Storage"), District will confirm with any third-parties assisting with or hosting the Cloud Storage that either such third-party or District (and not Crowe) is responsible for ensuring the confidentiality of all information while utilizing the Cloud Storage, complying with all applicable laws relating to the Cloud Storage and any information contained in the Cloud Storage, providing Crowe access to the information in the Cloud Storage, and protecting the information in

the Cloud Storage from any unauthorized access to the information, including without limitation unauthorized access to the information when in transit to or from the Cloud Storage. District warrants that it has authority to provide Crowe access to information in the Cloud Storage and that providing Crowe with access to information in the Cloud Storage complies with all applicable laws, regulations, or duties owed to third-parties, and District agrees to hold Crowe harmless from and against any matters relating to or arising from Crowe's use of the Cloud Storage.

DATA PROTECTION – If Crowe holds or uses District information that can be linked to specific individuals who are District's customers ("Personal Data"), Crowe will treat it as confidential as described above and comply with applicable US state and federal law and professional regulations in disclosing or using such information to carry out the Services. Crowe has implemented and will maintain physical, electronic and procedural safeguards reasonably designed to (i) protect the security, confidentiality and integrity of the Personal Data, (ii) prevent unauthorized access to or use of the Personal Data, and (iii) provide proper disposal of the Personal Data (collectively, the "Safeguards"). District warrants that it has the authority to provide the Personal Data to Crowe in connection with the Services and that District has processed the Personal Data provided to Crowe in accordance with applicable law. To provide the Services, District may also need to provide Crowe with access to Personal Data consisting of protected health information, financial account numbers, Social Security or other government-issued identification numbers, or other data that, if disclosed without authorization, would trigger notification requirements under applicable law ("Restricted Personal Data"). In the event District provides Crowe access to Restricted Personal Data, District will consult with Crowe on appropriate measures (consistent with professional standards applicable to Crowe) to protect the Restricted Personal Data, such as: deleting or masking unnecessary information before making it available to Crowe, encrypting it when transferring it to Crowe, or providing it to Crowe only during on-site review on District's site. District will provide Crowe with Restricted Personal Data only in accordance with mutually agreed protective measures. Otherwise, District and Crowe agree each may use unencrypted electronic media to correspond or transmit information and such use will not in itself constitute a breach of any confidentiality obligations under this Agreement.

INTELLECTUAL PROPERTY – Crowe may use ideas, concepts, methodologies, data, software, designs, utilities, tools, models, techniques, data, systems, or other know-how that it develops, owns or licenses ("Materials") in performing the Services. Notwithstanding the delivery of any Reports, Crowe retains all intellectual property rights in the Materials (including any improvements or knowledge developed while performing the Services), and in any working papers compiled in connection with the Services (but not District information reflected in them). Upon payment for particular Services and subject to the other terms of this Agreement, District will use Reports, as well as any Materials owned by Crowe included therein, solely to the extent necessary and permitted under this Agreement.

AGGREGATED DATA – District agrees that Crowe may from time to time use and process District's confidential information for data aggregation and/or industry benchmarking purposes. In using District's confidential information for data aggregation and/or industry benchmarking purposes, Crowe will maintain District's information as confidential unless Crowe removes data that specifically identifies District and District's customers.

LEGAL AND REGULATORY CHANGE – Crowe may periodically communicate changes in laws, rules or regulations to District. However, District has not engaged Crowe, and Crowe does not undertake an obligation, to advise District of changes in laws, rules, regulations, industry or market conditions, District's own business practices or other circumstances, except to the extent required by professional standards. In addition, the scope of Services and the fees for Services are based on current laws and regulations. If changes in laws or regulations change District's requirements or the scope of Crowe's work, the parties agree that Crowe's fees will be modified to a mutually agreed upon amount to reflect the changed level of Crowe's effort.

PUBLICATION – District agrees to obtain Crowe's specific permission before using any Report or Crowe work product or Crowe's firm's name in a published document, and District agrees to submit to Crowe copies of such documents to obtain Crowe's permission before they are filed or published.

DISTRICT REFERENCE – From time to time Crowe is requested by prospective Districts to provide references for Crowe's District offerings. District agrees that Crowe may use District's name and generally describe the nature of the engagement(s) provided to District in marketing to prospective Districts, and Crowe may also provide prospective Districts with contact information for District personnel familiar with Crowe's Services for District.

NO PUNITIVE OR CONSEQUENTIAL DAMAGES – Any liability of Crowe will not include any special, consequential, incidental, punitive, or exemplary damages or loss nor any lost profits, goodwill, savings, or business opportunity, even if Crowe had reason to know of the possibility of such damages.

LIMIT OF LIABILITY – Except where it is judicially determined that Crowe performed its Services with gross negligence or willful misconduct, Crowe's liability will not exceed fees paid by District to Crowe for the portion of the work giving rise to liability. A claim for a return of fees paid is the exclusive remedy for any damages. This limitation of liability is intended to apply to the full extent allowed by law, regardless of the grounds or nature of any claim asserted, and including, without limitation, claims based on principles of contract, negligence or other tort, fiduciary duty, warranty, indemnity, statute or common law. This limitation of liability will also apply after termination of this agreement.

INDEMNIFICATION FOR THIRD-PARTY CLAIMS – In the event of a legal proceeding or other claim brought against Crowe by a third party, except where it is judicially determined that Crowe performed Services with gross negligence or willful misconduct, District agrees to indemnify and hold harmless Crowe and its personnel against all costs, fees, expenses, damages and liabilities, including attorney fees and any other fees or defense costs, associated with such third-party claim, relating to or arising from any Services performed or work product provided by Crowe that District uses or discloses to others or this engagement generally. This indemnification is intended to apply to the fullest extent allowed by law, regardless of the grounds or nature of any claim, liability, or damages asserted, including, without limitation, to claims, liability or damages based on principles of contract, negligence or other tort, fiduciary duty, warranty, indemnity, statute or common law. This indemnification will also apply after termination of this agreement.

NO TRANSFER OR ASSIGNMENT OF CLAIMS – No claim against Crowe, or any recovery from or against Crowe, may be sold, assigned or otherwise transferred, in whole or in part.

TIME LIMIT ON CLAIMS – In no event will any action against Crowe, arising from or relating to this engagement letter or the Services provided by Crowe relating to this engagement, be brought after the earlier of 1) two (2) years after the date on which occurred the act or omission alleged to have been the cause of the injury alleged; or 2) the expiration of the applicable statute of limitations or repose.

RESPONSE TO LEGAL PROCESS – If Crowe is requested by subpoena, request for information, or through some other legal process to produce documents or testimony pertaining to District or Crowe's Services, and Crowe is not named as a party in the applicable proceeding, then District will reimburse Crowe for its professional time, plus out-of-pocket expenses, as well as reasonable attorney fees, Crowe incurs in responding to such request.

MEDIATION – If a dispute arises, in whole or in part, out of or related to this engagement, or after the date of this agreement, between District or any of District's affiliates or principals and Crowe, and if the dispute cannot be settled through negotiation, District and Crowe agree first to try, in good faith, to settle the dispute by mediation administered by the American Arbitration Association, under its mediation rules for professional accounting and related services disputes, before resorting to litigation or any other dispute-resolution procedure. The results of mediation will be binding only upon agreement of each party to be bound. Costs of any mediation will be shared equally by both parties. Any mediation will be held in Sacramento, California.

JURY TRIAL WAIVER – FOR ALL DISPUTES RELATING TO OR ARISING BETWEEN THE PARTIES, THE PARTIES AGREE TO WAIVE A TRIAL BY JURY TO FACILITATE JUDICIAL RESOLUTION AND TO SAVE TIME AND EXPENSE. EACH PARTY AGREES IT HAS HAD THE OPPORTUNITY TO HAVE ITS LEGAL COUNSEL REVIEW THIS WAIVER. THIS WAIVER IS IRREVOCABLE, MAY NOT BE MODIFIED EITHER ORALLY OR IN WRITING, AND APPLIES TO ANY SUBSEQUENT AMENDMENTS, RENEWALS, OR MODIFICATIONS TO THIS AGREEMENT. IN THE EVENT OF LITIGATION, THIS AGREEMENT MAY BE FILED AS WRITTEN CONSENT TO A BENCH TRIAL WITHOUT A JURY. HOWEVER, AND NOTWITHSTANDING THE FOREGOING, IF ANY COURT RULES OR FINDS THIS JURY TRIAL WAIVER TO BE UNENFORCEABLE AND INEFFECTIVE IN WAIVING A JURY, THEN ANY DISPUTE RELATING TO OR ARISING FROM THIS ENGAGEMENT OR THE PARTIES' RELATIONSHIP GENERALLY WILL BE RESOLVED BY ARBITRATION AS SET FORTH IN THE PARAGRAPH BELOW REGARDING "ARBITRATION."

ARBITRATION – If any court rules or finds that the JURY TRIAL WAIVER section above is not enforceable, then any dispute between the parties relating to or arising from this engagement or the parties' relationship generally will be settled by binding arbitration in Sacramento, California (or a location agreed in writing by the parties). Any dispute between the parties will be arbitrated by the arbitrator(s) in accordance with this section, including without limitation any dispute relating to whether a dispute is subject to arbitration or any issue concerning the applicability, interpretation or enforceability of this section or any of its procedures. The arbitration will be governed by the Federal Arbitration Act and resolved by the arbitrator(s). The parties will use the International Institute for Conflict Prevention & Resolution (the "CPR Institute") Global Rules for Accelerated Commercial Arbitration (the "Accelerated Rules") then in effect, or such other rules or procedures as the parties may agree. In the event of a conflict between those rules and this Agreement, this Agreement will control. If a party has a basis for injunctive relief, this paragraph will not preclude a party seeking and obtaining injunctive relief in a court of proper jurisdiction. The parties will agree within a reasonable period of time after notice is made of instituting the arbitration process whether to use one or three arbitrators, and if the parties cannot agree within fifteen (15) business days, the parties will use a single arbitrator. In any event the arbitrator(s) must be retired federal judges or attorneys with at least 15 years commercial law experience and no arbitrator may be appointed unless he or she has agreed to these procedures. If the parties cannot agree upon arbitrator(s) within an additional fifteen (15) business days, the arbitrator(s) will be selected by the CPR Institute. The arbitrator(s) may authorize only limited discovery upon a showing of substantial need by the party seeking discovery. The arbitrator(s) may rule on a summary basis, including without limitation on a motion to dismiss basis or on a summary judgment basis. The arbitrator(s) may enter such prehearing orders as may be appropriate to ensure a fair hearing. The hearing will be held within one year of the demand or less and must be concluded within ten business days absent written agreement by the parties to the contrary, but these time limits are not jurisdictional. The arbitrator(s) will apply substantive law and may award injunctive relief or any other remedy available from a judge. The arbitrator(s) may award attorney fees and costs to the prevailing party, and in the event of a split or partial award, the arbitrator(s) may award costs or attorney fees in an equitable manner. Any award by the arbitrator(s) will be accompanied by a reasoned opinion describing the basis of the award. The arbitration will be governed by the Federal Arbitration Act, 9 U.S.C. §§ 1 et seq., and judgment upon the award rendered by the arbitrator(s) may be entered by any court having jurisdiction thereof. All aspects of the arbitration will be treated by the parties and the arbitrator(s) as confidential.

NOTIFICATION OF NON-LICENSEE OWNERSHIP – Crowe ("the Firm") and certain owners of the Firm are licensed by the California State Board of Accountancy. However, the Firm has owners not licensed by the California State Board of Accountancy who may provide Services under this agreement. If District has any questions regarding licensure of the personnel performing Services under this engagement, please do not hesitate to contact Crowe.

NON-SOLICITATION – District and Crowe acknowledge the importance of retaining key personnel. Accordingly, both parties agree that during the period of this agreement, and for one (1) year after its expiration or termination, neither party will solicit any personnel or subcontractors (if any) of the other party for employment without the written consent of the other party. If an individual becomes an employee of the other party, the other party agrees to pay a fee equal to the individual's compensation for the prior full twelve-month period to the original employer.

AFFILIATES – Crowe Horwath LLP is an independent member of Crowe Horwath International, a Swiss Verein. Each member firm of Crowe Horwath International is a separate and independent legal entity. Crowe Horwath LLP and its affiliates are not responsible or liable for any acts or omissions of Crowe Horwath International or any other member of Crowe Horwath International and specifically disclaim any and all responsibility or liability for acts or omissions of Crowe Horwath International or any other member of Crowe Horwath International. Crowe Horwath International does not render any professional services and does not have an ownership or partnership interest in Crowe Horwath LLP. Crowe Horwath International and its other member firms are not responsible or liable for any acts or omissions of Crowe Horwath LLP and specifically disclaim any and all responsibility or liability for acts or omissions of Crowe Horwath LLP.

System Review Report

To the Partners of Crowe Horwath LLP
and the AICPA National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Crowe Horwath LLP (the "firm") applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended March 31, 2016. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. As a part of our peer review, we considered reviews by regulatory entities, if applicable, in determining the nature and extent of our procedures. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards*, audits of employee benefit plans, audits performed under FDICIA, audits of carrying broker-dealers, and examinations of service organizations [Service Organizations Control (SOC) 1 and SOC 2 engagements].

In our opinion, the system of quality control for the accounting and auditing practice of Crowe Horwath LLP applicable to engagements not subject to PCAOB permanent inspection in effect for the year ended March 31, 2016, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Crowe Horwath LLP has received a peer review rating of *pass*.

Cherry Bekaert LLP

Cherry Bekaert LLP
August 23, 2016



Peer Review Program
Administered by the National Peer Review Committee

American Institute of CPAs
220 Leigh Farm Road
Durham, NC 27707-8110

October 31, 2016

James L Powers
Crowe Horwath LLP
225 W Wacker Dr Ste 2600
Chicago, IL 60606

Dear Mr. Powers:

It is my pleasure to notify you that on October 27, 2016 the National Peer Review Committee accepted the report on the most recent system peer review of your firm. The due date for your next review is September 30, 2019. This is the date by which all review documents should be completed and submitted to the administering entity.

As you know, the report had a peer review rating of pass. The Committee asked me to convey its congratulations to the firm.

Sincerely,

Michael Fawley
Chair—National PRC
nprc@aicpa.org 919 4024502

cc: Samuel Edward Johnson; Scot D Ivey

Firm Number: 10014904

Review Number 446067

Letter ID: 1122915A

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: CALPADS Report

BACKGROUND:

Each year on the first Wednesday in October, California School Districts compile for reporting purposes a variety of data relative to students. Originally referred to as CBEDS (California Basic Educational Data System), this reporting process evolved into the CSIS project (California School Information Services), and has now expanded into a comprehensive database referred to as CALPADS (California Longitudinal Pupil Achievement Data System).

STATUS:

The CALPADS mandatory reporting benchmark provides districts an opportunity to evaluate current enrollment and provide comparative information from year to year.

FISCAL IMPACT:

October enrollment data is utilized by the state to calculate funding for grants and entitlements. With the new LCFF funding model, this data is a critical checkpoint for District budgets.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

RECOMMENDATION:

Administration presents the October 2016 CALPADS enrollment report for informational purposes.

1.1 Enrollment - Primary Status by Subgroup

Academic Year: 2016-2017	LEA: Rescue Union Elementary	User ID: rpicard.0961978
View: Snapshot	School Type: ALL	Create Date: 1/24/2017 1:24:33 PM
	School: ALL	Print Date: 1/25/2017 2:16:21 PM

School Code	School Name	Primary Enrollments	Transitional Kindergarten (TK)	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	Socio-Economically Disadvantaged
6098693	Green Valley Elementary	445	20	79	7	7	0	50	161
6005706	Jackson Elementary	463	17	20	6	8	0	75	42
6109441	Lake Forest Elementary	457	15	13	9	5	0	45	25
0108258	Lakeview Elementary	549	20	21	7	6	0	49	27
6103527	Marina Village Middle	782	0	6	4	116	0	52	43
0000001	NPS School Group for Rescue Union Elementary	4	0	0	0	0	0	4	1
0101519	Pleasant Grove Middle	574	0	19	0	35	0	94	121
6005714	Rescue Elementary	446	24	16	2	5	0	46	124
TOTAL-Selected Schools		3720	96	174	35	182	0	415	544

Grade: 01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KN-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary	Ethnicity/Race: ALL	Gender: ALL
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This report is confidential and use is restricted to authorized individuals.

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The data on this report is filtered by the user selections that appear on the last page of this report.

1.3 Enrollment - Primary Status Disaggregated

Academic Year: 2016-2017	LEA: Rescue Union Elementary	User ID: rpocard.0961978
View: Snapshot	School Type: ALL	Create Date: 1/24/2017 1:24:33 PM
	School: ALL	Print Date: 2/7/2017 4:45:07 PM

School Code	School Name	Grade	Gender	Total		Hispanic		Am Indian/Alskn Nat		Filipino		Asian		Black/African Am		Nat Hwiin/Othr Pac Islndr		White		Multiple		Missing	
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total - Selected Schools				3720		580	15.59%	9	0.24 %	40	1.08 %	194	5.22 %	41	1.10 %	10	0.27 %	2674	71.88 %	172	4.62 %	0	0.00 %
6098693	Green Valley Elementary	Total		445		132	29.66 %	0	0.00 %	6	1.35 %	7	1.57 %	7	1.57 %	0	0.00 %	276	62.02 %	17	3.82 %	0	0.00 %
6005706	Jackson Elementary	Total		463		74	15.98 %	3	0.65 %	7	1.51 %	28	6.05 %	10	2.16 %	5	1.08 %	329	71.06 %	7	1.51 %	0	0.00 %
6109441	Lake Forest Elementary	Total		457		63	13.79 %	0	0.00 %	5	1.09 %	24	5.25 %	1	0.22 %	0	0.00 %	338	73.96 %	26	5.69 %	0	0.00 %
0108258	Lakeview Elementary	Total		549		42	7.65 %	0	0.00 %	5	0.91 %	63	11.48 %	8	1.46 %	0	0.00 %	390	71.04 %	41	7.47 %	0	0.00 %
6103527	Marina Village Middle	Total		782		96	12.28 %	3	0.38 %	11	1.41 %	63	8.06 %	4	0.51 %	1	0.13 %	557	71.23 %	47	6.01 %	0	0.00 %
0000001	NPS School Group for Rescue Union Elementary	Total		4		0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	0	0.00 %	4	100.00 %	0	0.00 %	0	0.00 %
0101519	Pleasant Grove Middle	Total		574		108	18.82 %	0	0.00 %	5	0.87 %	1	0.17 %	7	1.22 %	0	0.00 %	422	73.52 %	31	5.40 %	0	0.00 %
6005714	Rescue Elementary	Total		446		65	14.57 %	3	0.67 %	1	0.22 %	8	1.79 %	4	0.90 %	4	0.90 %	358	80.27 %	3	0.67 %	0	0.00 %

Grade:	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-Seventh Grade,08-Eighth Grade,09-Ninth Grade,10-Tenth Grade,11-Eleventh Grade,12-Twelfth Grade,KN-Kindergarten,UE-Ungraded Elementary,US-Ungraded Secondary	District of Geographic Residence:	ALL	Special Education:	ALL
English Language Acquisition Status:	ALL	Ethnicity/Race:	ALL	Gender:	ALL
Title I Part C Migrant:	ALL	Title III Eligible Immigrant:	ALL		
Gifted and Talented:	ALL	Socio-Economically Disadvantaged:	ALL		
Interdistrict Transfer:	ALL				

This report is confidential and use is restricted to authorized individuals.

The data that appears on this report are filtered by the user selections that appear on the last page of this report.

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Rescue Union School District
RESCUE ELEMENTARY SCHOOL

"Nurturing the Love of Learning"

February 13, 2017

RECEIVED
FEB 16 2017
Superintendent's Office
Rescue Union School District

Lifetouch National School Studios
11000 Viking Drive, Suite 500 E
Eden Prairie, MN 55344

Dear Ladies and Gentlemen,

On behalf of the students and staff of Rescue School, I would like to thank you for the generous donation of \$394.00 to our school through the Lifetouch picture program. Through your generosity we will be able to add much needed supplies and technology to our classrooms.

Thank you so very much for supporting Rescue School!

Sincerely,

Dustin Haley
Principal

Item: 31
Date: March 14, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Report of Surplus Property

BACKGROUND:

Board policy allows staff to identify District property which is unusable, obsolete, or no longer needed by the District to be declared surplus so disposal and/or public sale can proceed

STATUS:

The enclosed Report of Surplus District Equipment lists equipment that is unusable, unsafe or too costly to repair. The estimated value of most of the equipment is of insufficient value to defray the costs of arranging a sale. The property may be donated to a charitable organization or disposed of in the local public materials recovery facility.

FISCAL IMPACT:

N/A

BOARD GOAL:

The district will keep furniture and equipment in good working order.

RECOMMENDATION:

The Board of Trustees approve the attached declaration of surplus property.

Rescue Union School District
Report of Surplus Equipment

Date: 3/6/17

School / Department Data		District Use Only	
Name of School / Department:	Technology Department	Type of Disposition:	
Name / Title of Person to Contact for Further Information:	Larry Garcia / IT Manager	Board Approval Date:	
Building / Room Number Which Equipment Was Assigned:	Various	Disposition Contact:	

Inventory Number*	Condition Code	Description	Total Units	Estimated Value (Per Unit)	Estimated Cost of Disposition	Estimated Total Price	DISTRICT USE ONLY	
							Asset Number	Disposition Code
N/A	B	Dell Laptops	50	\$20	\$ -			


 Principal / Supervisor Signature

Code	Description
A	Fair Equipment that is usable without repairs, but is somewhat worn or deteriorated and soon may require repair.
B	Poor Equipment that is usable but is considerably worn or deteriorated. The remaining utility is limited or major repairs will be required.
C	Unusable, cannot be repaired.

* If there is no inventory number on the equipment, please record the serial number or model number in its place.