



Alternative Education

Sonoma County
Office of Education

SB 187

**Comprehensive
School Safety Plan**

SB 187: School Safety Plan

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist is organized into two parts:

1. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee of the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment,
2. The annual review and evaluation of the School Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee. It is then presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:
 - Child Abuse reporting procedures
 - Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
 - Procedures to notify teachers and counselors of dangerous students
 - Sexual Harassment Policy
 - Safe ingress and egress to and from school
 - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
 - Dress Code
 - Routine and emergency disaster procedures including natural disasters, human Created disasters or power outages.

METHOD FOR COMMUNICATING PLAN AND NOTIFYING PUBLIC:

The plan was reviewed and discussed at the February 8, 2017 meeting of the Safe School Planning Committee, which was open to all staff and Community School students and parents. The plan was also discussed by the County Board Instructional Services and Community Partnerships Standing Committee at its January meeting. The plan will be communicated to the public through a public hearing that will be held at the Amarosa Academy school site. The County Board of Education will be asked to take action to approve the plan at its March 2, 2017 meeting.

School Safety Planning Committee

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Safety Planning Committee. Ed. Code 35294.1 *The School Site Safety Committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)*

Local law enforcement has been consulted (Ed. Code 39294.1), and other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

COMMITTEE MEMBERS:

Administrators:	Georgia Ioakimedes, Director Cliff Schlueter, Administrator
Certificated Representatives:	Catherine Andrade, School Counselor Sharen Arakaki, Intensive Intervention Teacher
Classified Representative:	Saul Huerta, School Accountability Specialist
Parent Representative:	Eloiza Barrera (teen parent)
Student Representatives:	Eloiza Barrera Aleki Palu
Law Enforcement Representative:	Oscar Acosta, Deputy Probation Officer

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends, other data can bring value to the discussions.

Based on data analysis, the School Safety Planning Committee identifies one or two safety related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

DATA SOURCES REVIEWED AND HOW THE DATA DETERMINED THE GOALS:

Sources reviewed: CALPADS suspension data, School Accountability Report Card (SARC), Local Control Accountability Plan (LCAP) attendance data and California Healthy Kids Survey results.

Review of current attendance and suspension data led to agreement of continuing with the priority focus areas of increasing student engagement and attendance rates and continued decrease of the number of incidents of off-campus suspensions. Discussion of CHKS and anecdotal data led to agreement to continue with the goals that address issues of student depression, alcohol and other drug use, nutrition and school connectedness. These goals are also reflected in the program's Local Control Accountability Plan (LCAP).

AREAS OF PRIDE AND STRENGTH:

The Character Based Literacy (CBL) program continues to strengthen curriculum and provides students with character education. The department continues implementation of the Professional Learning Community model to guide its practice in identifying areas of instructional focus, alignment of instructional practice department-wide and development of common summative assessments of student work. The department is also engaged in professional development related to implementation of Common Core State Standards, with an emphasis on increasing rigor, relevance and student engagement. Current year areas of focus include Adverse Childhood Experiences (ACEs), Technology Integration and MAKE/21st Century Teaching Strategies. Careful planning, consolidation of sites, and new buildings have increased program effectiveness and provide environments more conducive to learning. The department has strong relationships with several community based organizations that provide support services to our students. These include: Restorative Resources, Social Advocates for Youth, Volunteer Center of Sonoma County, Petaluma Learning & Guidance, Support Our Students, Santa Rosa Community Health Center, Community Action Partnership, Keeping Kids in School and The Center for Social and

Environmental Stewardship. The department also has strong relationships with the Department of Public Health's Teen Parent Connections, as well as the Sonoma County Probation Department and other agencies and programs (Vista, ACT, PRIDE) that provide services to students under the supervision of the court. Additionally the program provides intensive intervention teachers, an academic counselor, English Language Learner (ELL) teacher and volunteer tutors.

AREAS WE WISH TO CHANGE:

Truancy, disruptive behavior and disenfranchisement continue to be areas of concern in working with our at-risk population. We will continue to work on building positive developmental assets in our students and providing teachers with resources that will hopefully lead to increased attendance rates and provide alternatives to suspension. Our Career Education Specialist continues to identify opportunities for work based learning to increase school connectedness for students. The department also continues to fund a school counselor position that can support students in their academic progress and feelings of school connectedness. The bilingual Student Accountability Specialist position assists us in making progress toward our goal of increasing student attendance and has had the added benefit of providing a vehicle for outreach to our Hispanic families. We need to continue to identify reasons for student truancy and provide support that leads to increased student attendance. Increasing parent involvement and engagement continues to be a challenge and area of focus for the program. Last year, review of the 2013-14 CHKS led to identification of student drinking and driving (either as the driver or as a passenger), levels of depression, student nutrition and students' sense of school connectedness as areas of concern. 2015-16 CHKS data was reviewed and it was agreed that the previously identified areas of concern should continue to be included in this plan, as well as student truancy.

Safety Plan Goals

Component 1 – The Social Climate (People and Programs)

Goal #1 Provide a positive and supportive learning environment to students in the Alt Ed Program.

Objective #1: Increase the numbers of students earning 10 or more credits each quarter.

Activities:

- 1.0 Use the curriculum and instruction to increase student engagement and responsibility through:
 - Continued implementation of the Character Based Literacy Program
 - Staff development/trainings, including Adverse Childhood Experiences (ACEs) and inclusion of instructional assistants in professional development opportunities
 - Staff development related to implementation of Common Core State Standards
 - Identification of additional sources/resources for character education
 - Expansion of CBL themes across the curriculum
 - Departmentalized instruction to allow teachers to increase rigor, relevance and expectations and increases student engagement
 - Honors assemblies for G.P.A. and credit acquisition
- 2.0 Sites and individual classrooms will design behavior intervention programs designed to meet student needs through:
 - Continued use of in-school suspensions as an alternative to out-of-school suspensions
 - Continued work on development and implementation of student behavior support plans
 - Utilization of restorative conferencing and accountability circles as an alternative to suspension
 - Exposing staff to restorative classroom practices
 - Utilization of 'behavior bucks' and attendance incentives
 - Identification of ways to increase parent buy-in, taking into consideration cultural factors
 - Exploration of using parent volunteers for lunch time activities
 - Student self-evaluation of classroom behavior and academic progress
- 3.0 Continue to raise expectations for appropriate behavior in students by:
 - Staff agreement regarding expected behaviors
 - Soliciting student input regarding effective positive behavioral incentives and programs
 - Posting and communicating behavioral expectations to students
 - Enforcement of school dress code, with emphasis placed on 'gang-related'

- and/or inappropriate apparel
- Modeling and reinforcing appropriate behaviors in the classroom
- Continuing collaboration with Probation and partner agencies to reinforce expected behaviors with students
- Fostering a positive and supportive school culture
- Utilizing facility design and bell schedule to foster appropriate student behavior

4.0 Students will demonstrate personal and academic responsibility through:

- Regular, punctual attendance and coming to school academically and behaviorally prepared
- Asking for help in appropriate ways
- Awareness of academic standing
- Acceptance of and engagement in services provided
- Ability to work with others

Objective #2: Continue to focus on increasing the rate of daily on time attendance for long-term students.

Activities:

1.0 Continue to offer attendance incentives to students by:

- Soliciting student input about desirable incentives
- Providing administrative support and financial resources to purchase incentives
- Holding awards assemblies

2.0 Continue to communicate the importance of attendance to families by:

- Emphasizing 95% attendance Return to District requirement at new student enrollment meetings
- Emphasizing links between school attendance and academic success
- Classroom staff, Student Accountability Specialist and administrators making phone calls home
- Continuing collaboration with the District Attorney's office, truancy court judge, School-Court Education Liaison, Probation Officers and referring school districts around truancy issues and follow-up
- Expecting students to take responsibility to sign-in when tardy and to notify parent via phone call home upon arrival at school when tardy
- Providing outreach to students and families regarding school attendance issues through continued support for the Student Accountability Specialist position.
- On-site SARB meetings for families from SR City Schools, with district personnel participation
- Participating in the *Keeping Kids in School* truancy reduction program at Amarosa Academy.

- 3.0 Provide assistance to students struggling with attendance by:
- Providing transportation support in the form of bus passes when possible
 - Assisting families in accessing resources
 - Providing incentives for families
 - Researching effective truancy programs in other agencies and duplicating applicable interventions
 - Implementing the use of peer mentors to assist students struggling with attendance
 - Improve the process of peer mentoring in assisting students struggling with attendance
 - Assisting with access to bus passes through Probation

Objective #3: Nutrition: Continue to ensure that all students have access to a healthy and nutritious breakfast.

Activities:

- Expand/improve nutrition education for students by locating and bringing in outside speakers.
- Continue agreements established with Petaluma and Santa Rosa districts for provision of breakfast for students at the two Community School sites
- Explore possibilities for school community garden at Amarosa Academy, re-creating model at the former Sierra Youth Center
- Continue to provide morning snack break
- Explore possibility of culinary class contribution to nutrition program

Objective #4: Depression: Assess need and build capacity of service providers to address issues of depression in students.

Activities:

- Provide students with access to counseling service providers comfortable working with students around issues of depression. Identify training and/or consultation needs
- Whenever possible, counseling staff should reflect gender and culture of student population
- School counselor collaboration with service providers
- Facilitate development of gender-specific groups at each site
- Work to provide education around and support for existing Board policies that prohibit harassment, intimidation, bullying and hate crimes
- Integrate opportunities for counselors to provide classroom instruction
- Explore asset building curriculum
- Increase focus on student developmental assets
- Address verbal cruelty/bullying at school
- Offer LGBTQ sensitivity training

Objective #5: Alcohol and other drug use before, during or after school: Continue to reduce student use of alcohol and other drugs.

Activities:

- Continue increased supervision on campus before and after school
- Engage in discussion with counseling service providers related to their ability/comfort level in working with students around issues of AOD use and motivational interviewing
- Identify training and/or consultation needs and explore collaboration with Probation.
- Raise awareness/expectation with staff and students of maintaining drug free school sites
- Referral to and communication with outside agencies to solicit assistance with student AOD issues
- Provide more pro-social/positive school-related activities
- Staff education and dissemination of AOD education

COMPONENT 2 - Physical Environment (Place)

Goal Continue to improve safety and security at each site.

Objective: 85% of staff and students will report feeling safe at school as identified by CHKS and staff survey results.

Activities:

1.0 Increase Probation presence and/or support at sites by:

- Increasing communication with Probation administration and individual officers
- Director/designee participation on Violence Prevention Partnership
- Administration dissemination of relevant information to staff, including notification regarding dangerous pupils

2.0 Increase sense of safety and security of staff and students through the continued reduction of weapon and drugs incidents on campus by:

- Soliciting student input regarding school safety and sense of security through student focus group (i.e., SAY Youth Advisory Board)
- Regular update and review of site Crisis Response Plans
- Continuing onsite bus stop and one-way in and out to improve procedures for safe ingress and egress of pupils, parents and employees from school site
- Continuing process for visitor check in
- Requiring all students to turn in back packs and purses daily
- Monitored use of cell phones in classrooms
- Providing positive alternative activities for students
- Offering more project-based learning/MAKE opportunities
- Additional programming (i.e., 'home ec') to incentivize students – possibly

collaborate with Probation

- Exploring the possibility of providing a CTE course at the Headwaters site
- Offering grief counseling for staff and students to process when incident occurs
- Communicating student health alerts by school nurse
- Possibility of participation in extra-curricular WBL activities (linked to career interests)

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendation.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6.
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school.
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing “gang-related apparel”, the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student and parent training(s) have been completed?
What additional trainings are needed?

Child Abuse Reporting

Child Abuse Prevention And Reporting - BP 5141.4

Child Abuse Prevention

The Sonoma County Superintendent of Schools recognizes the Sonoma County Office of Education's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The County Office's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. [6143](#) - Courses of Study)

The County Superintendent or designee shall seek to incorporate community resources into the County Office's child abuse prevention programs. To the extent feasible, the County Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

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

(cf. [0450](#) - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and 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 investigating and prosecuting cases of child abuse and neglect.

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

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

Legal Reference:

EDUCATION CODE

[32280-32288](#) Comprehensive school safety plans

[33308.1](#) Guidelines on procedure for filing child abuse complaints

44690-[44691](#) Staff development in the detection of child abuse and neglect

[44807](#) Duty concerning conduct of students

[48906](#) Notification when student released to peace officer

[48987](#) Dissemination of reporting guidelines to parents

[49001](#) Prohibition of corporal punishment

[51220.5](#) Parenting skills education

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

[11164-11174.4](#) 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

OPERATIONAL PROCEDURES

SCOE Operational Procedures Manual (staff use)

WEB SITES

California Attorney General's Office, Crime and Violence Prevention Center: <http://safestate.org>

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

California Department of Social Services, Children and Family Services Division: <http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect Information: <http://nccanch.acf.hhs.gov>

Superintendent Policy SONOMA COUNTY OFFICE OF EDUCATION

approved: September 16, 2013 Santa Rosa, California

Child Abuse Prevention And Reporting AR 5141.4

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](#))
3. An injury resulting from the exercise by a teacher, site administrator, 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; 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 Sonoma County Office of Education 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 or County Office police/security department), sheriff's department, county probation department if designated by the County Office to receive such reports, or county welfare department. (Penal Code [11165.9](#), [11166](#))

Child Protective Services and Child Welfare Services

(707) 565-4300 (8:00 am-5:00 pm Mon-Fri)

(707) 565-4304 (24-hour Hotline) or (800) 870-7064

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 County 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 site administrator, or the County 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 site administrator as soon as possible after the initial telephone report to the appropriate agency. When so notified, the site administrator shall inform the County Superintendent or designee.

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

Reporting the information to an employer, supervisor, site administrator, 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 site administrator 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 County Superintendent or designee and/or site administrator 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 County Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation that 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 County Office 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 County 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 County 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 County Office 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 County 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 County 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 County Office for making a report. (Penal Code [11166](#))

Regulation SONOMA COUNTY OFFICE OF EDUCATION

approved: September 16, 2013 Santa Rosa, California revised: February 18, 2015

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription medications.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit sexual assault.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- a. While on school grounds.
- b. While going to or coming from school.
- c. During the lunch period, whether on or off the campus.
- d. During, or in route to and from, a school sponsored activity.

Staff Training

- a. Personnel new to the department will receive training on the Suspension Policies as routine part of their orientation held at the time of hire and also receive access to the department *Teacher Handbook*
- b. The *Teacher Handbook* and all related policies and procedures are reviewed annually at the department operations meeting held each August prior to the beginning of the school year.

Staff Notification of Dangerous Students

A. Staff Notice of Dangerous Students

EC 49079 requires teacher notification of students committing or reasonably suspected of committing a “dangerous act” within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate. Teachers receive copies of all school suspensions and have access to student records.

B. Staff Training

Personnel new to the department receive Student Discipline training as a routine part of their orientation held at the time of hire and also are provided with access to the *Teacher Handbook* which contains an outline of the procedures.

CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

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

n. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

p. A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

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

1) While on school grounds.

2) While going to or coming from school.

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

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

q. It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. 48900.2.

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3 inclusive. 48900.3.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially

disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.
48900.7.

a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

(b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$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, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Bullying/Cyberbullying

Bullying - SP 5131.2

The Sonoma County Superintendent of Schools recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. Sonoma County Office of Education employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. [5131](#) - Conduct)

(cf. [5136](#) - Gangs)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

(cf. [5145.9](#) - Hate-Motivated Behavior)

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. [5145.2](#) - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, County Office policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [1220](#) - Citizen Advisory Committees)

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

(cf. 6020 - Parent Involvement)

Bullying Prevention

To the extent possible, County Office and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of County Office and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. [5137](#) - Positive School Climate)

(cf. [6164.2](#) - Guidance/Counseling Services)

The County Office may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

(cf. [6163.4](#) - Student Use of Technology)

(cf. 6142.8 - Comprehensive Health Education)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

Based on an assessment of bullying incidents at school, the Sonoma County Superintendent of Schools or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the County Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code [234.1](#))

As appropriate, the County Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the County Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the County Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with County Office policies and regulations.

(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. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination

[32282](#) Comprehensive safety plan

[35181](#) Governing board policy on responsibilities of students

[35291-35291.5](#) Rules

[48900-48925](#) Suspension or expulsion

[48985](#) Translation of notices

PENAL CODE

[647](#) Use of camera or other instrument to invade person's privacy; misdemeanor

[647.7](#) Use of camera or other instrument to invade person's privacy; punishment

[653.2](#) Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

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

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Cybersafety for Children: <http://www.cybersafety.ca.gov>

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

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

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

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

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

Superintendent Policy SONOMA COUNTY OFFICE OF EDUCATION

approved: September 16, 2013 Santa Rosa, California

Sexual Harassment Policy

Sexual Harassment - BP 4119.11

The Sonoma County Superintendent of Schools prohibits sexual harassment of Sonoma County Office of Education employees and job applicants. The County Superintendent also prohibits retaliatory behavior or action against County Office employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. [0410](#) - Nondiscrimination in County Office Programs and Activities)

(cf. [4030](#) - Nondiscrimination in Employment)

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the County Office sexual harassment policy to staff

(cf. [4112.9/4212.9/4312.9](#) - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

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

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass

his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. [4031](#) - Complaints Concerning Discrimination in Employment)

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

(cf. [4117.4](#) - Dismissal)

(cf. [4118](#) - Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

[200-262.4](#) Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

[12900-12996](#) Fair Employment and Housing Act, especially:

[12940](#) Prohibited discrimination

[12950.1](#) Sexual harassment training

LABOR CODE

[1101](#) Political activities of employees

[1102.1](#) Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

[7287.8](#) Retaliation

[7288.0](#) Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

[4900-4965](#) Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

[2000d-2000d-7](#) Title VI, Civil Rights Act of 1964

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

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

CODE OF FEDERAL REGULATIONS, TITLE 34

[106.9](#) Dissemination of policy

COURT DECISIONS

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

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

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

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

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

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

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999:

OPERATIONAL PROCEDURES

SCOE Operational Procedures Manual (staff use)

WEB SITES

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

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

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

Superintendent Policy SONOMA COUNTY OFFICE OF EDUCATION

approved: September 16, 2013 Santa Rosa, California

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:
Identifying the population of people with disabilities
Determining proper signage and equipment
Training staff to assist individuals with disabilities
Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review the school site layout and determine where the safest outdoor location is on campus to assemble students and staff.

Prior to an event:

A. Identify off-campus evacuation site(s).

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the "Shelter-in-Place" procedures.

B. Staff Training

- a. Personnel new to the department receive training on the emergency procedures as a routine part of their orientation held at the time of hire and also receive access to the *Teacher Handbook* with an outline of the procedure.
- b. All school personnel review the emergency procedures annually at the staff meeting each August at the beginning of the new school year.

C. Daily Ingress/Egress Routes

- a. Daily ingress/egress routes are identified and posted at each site and are communicated to all staff, students and visitors.

School Discipline

A. Statement of Rules and Procedures on School Discipline Education Code

44807:

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

B. Notification to Students and Parents

Education Code 35291:

- a. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- b. The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents.

C. Site Discipline

Behavior Management Continuum:

The interventions described below establish a behavior management continuum for Alternative Education. When implementing behavior interventions, teachers must use their professional judgment and established department protocol to determine what is appropriate for the individual student and the situation. Whenever possible, the program strives to utilize restorative practices to restore students to connected and supported places in the school program.

Conferences with students:

If a student is displaying undesirable behavior, the teacher should schedule and hold a meeting with the student and site counselor to identify the specific behaviors that are in violation of the Code of Conduct and to discuss appropriate ways of changing the behavior. The teacher and student may establish goals or set deadlines in relation to the behavior change and/or discuss consequences of noncompliance. When a student conference is held, it is noted in the Incident Report Log.

Conferences with parents/guardians:

If the undesirable behaviors continue, the teacher should discuss the situation with the student's parents/guardians. Conferences with parents/guardians may be in the form of a telephone conversation or they may be scheduled as meetings with the student's teachers, counselor, parent/guardian and student present. Again, the teacher should establish goals or set deadlines in relation to the behavior change, discuss consequences of continued noncompliance, and possible next steps. A teacher may

request that an administrator be present at the conference if s/he feels that administrative support is required at the meeting. Parents may be required to attend school with habitually defiant, non-compliant students. When a parent/guardian conference is held, it is noted in the Incident Report Log.

If the student is a 602 or 654 referral, the teacher should also contact the student's probation officer and notify her/him of the parent conference. The probation officer may attend the conference and assist in determining the consequences of continued behavior problems.

Restorative Resources:

Students who exhibit serious and pervasive inappropriate behavior may be required to participate and successfully complete the restorative justice program offered through Restorative Resources as a condition of their continued enrollment in the school program.

Suspensions:

Suspension should be imposed only when other means of correction fail to bring about proper conduct or when students have also violated the Penal Code. Community School suspensions are normally the result of habitual behaviors, the repeated failure of less severe behavior interventions, extreme violations of school rules, or illegal actions.

Teachers may only suspend a student from their class for Education Code violations for the remainder of the class period and, if warranted, the same class period the day following. Suspensions by Community School teachers will be "class/period suspensions" where the student is excluded from that teacher's regular class period but remains at the school site.

Students with Individual Education Plans may not be suspended for more than 10 days during any school year unless a behavior plan has been implemented in consultation with the Resource Specialist teacher.

Class/period suspensions:

When suspending a student from class, the teacher notifies the administrator so that the student can be isolated from the rest of the class and required to continue with her/his schoolwork. The teacher completes the *Class/Period Suspension Report*, logs the infraction in the Incident Report Log, and notifies the student's parent/guardian and probation officer (if applicable) of the suspension. A copy of the Class/Period Suspension Report is forwarded to the Alternative Education Office via email and a copy is filed in the classroom file.

Off-campus suspensions

NOTE: Only an administrator or his/her designee has the legal authority to suspend a student off campus. For serious infractions, please contact an administrator for guidance and direction.

1. If directed by an administrator to suspend a student off campus, *the teacher (or the assistant)* contacts the student's parent/guardian to notify him/her of the intent to suspend and to request that the student be picked up at the school site or given permission to leave the school site unaccompanied. **If the assistant makes the notification call, the teacher or administrator must follow up with a second call to parent before the end of the day to discuss the situation and what is expected for the student's return.** If the student is on probation, the probation officer *must* be contacted. **Administrator should also be informed of any follow-up with parent by teacher.**
2. Required record-keeping for off-campus suspensions include completion of the Student Suspension Report and notation of the suspension in the Incident Report Log. **(Crime Report is not a requirement.)** A LEGIBLE copy of the Student Suspension Report explaining offense must be EMAILED to the Alt Ed office the same day (or within 24 hours of the incident) and the ORIGINAL (note date of fax on principal signature line) filed in the classroom file.
3. Teacher should be available to conference with parent in person or by phone at parent's request.

Behavior violations that threaten classroom safety

Occasionally, student violations of the Code of Conduct result in dangerous behaviors that threaten the health and safety of others. In such instances, teachers must determine whether a situation requires police intervention, merits a call for assistance to someone other than a law enforcement official (for example, to an administrator or a neighboring classroom, if applicable), or could be de-escalated through teacher intervention.

Teachers should always seek to ensure the health and safety of their students in determining their response to a behavior crisis. Teachers must use their best judgment to respond appropriately to the situation, initiating a call to 911 or the police if that is appropriate and contacting an administrator when the situation has stabilized and/or if the teacher requires support in implementing follow-up actions. Consultation with an administrator is neither recommended nor required prior to taking action when students are violent or pose an immediate threat.

Incident Report Log

The *Incident Report Log* is an essential tool for teachers managing student behavior and each teacher is required to carefully and accurately maintain a Log in her/his classroom. The Log should be kept in a loose-leaf binder and include a section for each student, arranged in alphabetical order. Any violation of school rules, discipline problems, and telephone calls to or from parents or students should be recorded on the day that the incident or action occurs, with dates and times carefully noted. In the event

of disciplinary meetings or decisions, clear accounting of all observations noted and interventions used is required and may be used as documentation of and/or justification for the actions taken by administrative and instructional staff.

Counseling

1. The district referral form or return to district criteria states the specific reason for a student to receive counseling.
2. During registration the administrator emphasizes counseling services and how they relate to the academic program. Students and parents are informed that if the referring district recommends counseling for a student, that student will be required to participate in counseling either at school or with a private therapist.
3. Each homeroom teacher conducts an intake session with every new student. During this session the teacher uses the ILP as a guideline to set individual goals with the student. The teacher also discusses counseling as a part of reaching these goals. The teacher reminds the student of the counseling available on site.
4. The counselor conducts an intake session with the student. During this session the counselor helps the student set short and long-term goals and may develop a contract with the student based on these goals. The goals have measurable outcomes related to school behavior and academic performance, connected to the ILP and return to district criteria. The student, teacher, counselor and parents sign the contract, if one is developed.
5. The case conference team reviews each student contract each semester. The counselor reviews contracts quarterly with each student. Progress is noted and adjustments to goals are made.
6. Counselors offer anger management and gender specific groups at each site.
7. Each quarter the outcomes are tracked for each student, i.e. attendance, credits earned, suspensions received, progress toward probation requirements (if applicable), community service hours earned, etc.
8. Counselors report on the outcomes for students on a quarterly basis to the Director. These quarterly reports will include the number of unduplicated students seen individually and in groups; the number of contact hours counselors spend with students, in groups and individually; the number of parent contacts by the counselor, both in person and by phone; the number of Medi-Cal clients seen.

Dress Code

Community School Dress Code

APPROPRIATE clothing for Community School is defined below:

1. Black, gray, khaki or denim pants or knee-length shorts or skirts.
2. Assigned school t-shirt. No jackets or sweatshirts are to be worn inside the classrooms. Students may wear a long-sleeved, solid white, black or gray shirt under the assigned school shirt.
3. Solid white, black or gray jackets or sweatshirts may be worn when outside the classroom. The dress and grooming of students should not present potential health or safety problems or cause disruptions.

INAPPROPRIATE clothing for Community School includes the following:

1. Hats, headgear, and hoods.
2. Excessively baggy shirts or pants and no sagging pants. No exposed undergarments.
3. Gang/graffiti or “Old English” lettering on clothing, school property, school work, personal property.
4. Hanging belt straps or initialed belt buckles.
5. Colors - no red or blue of any kind and no:
 - bandanas;
 - all same-color clothing
 - colored shoelaces or athletic shoes reflecting gang affiliation
 - signing;
 - monikers or nicknames
 - gang-related tattoos
6. Sexually explicit revealing clothing—cut-offs, halter tops, short shorts or skirts, see-through clothing, inappropriate images on clothing, etc.
7. Inappropriate gang related or excessive jewelry, or studded/spiked wrist bands, chokers, belts, inappropriate or distracting hair style or color, etc.
8. If an item not on this list becomes a problem, it may also be deemed inappropriate, at the sole discretion of staff.

First offense will result in confiscation of the item to be returned to the student at the end of the day.

Repeat violations will result in item being turned over to an administrator to be returned to parent or guardian.

Routine and Emergency Disaster Procedures: Drills

Fire Drills And Fires AR 3516.1

Fire Drills

The site administrator shall cause the fire alarm signal to be sounded at least once every month. (Education Code [32001](#))

The site administrator shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code [32001](#))

1. The site administrator shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR [550](#))
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The site administrator or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Sonoma County Superintendent of Schools or designee.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The site administrator or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code [32001](#))
2. The site administrator or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.

5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the site administrator, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [3516](#) - Emergencies and Disaster Preparedness Plan)

Legal Reference:

EDUCATION CODE

[17074.50-17074.56](#) Automatic fire detection, alarm and sprinkler systems

[32001](#) Uniform fire signals

[32040](#) Duty to equip school with first aid kit

CODE OF REGULATIONS, TITLE 5

[550](#) Fire drills

Management Resources:

OPERATING PROCEDURES

SCOE Operational Procedures Manual (staff use)

Regulation SONOMA COUNTY OFFICE OF EDUCATION

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Earthquake Emergency Procedure System AR 3516.3

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code [32282](#))

(cf. [0450](#) - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code [8607](#); 19 CCR [2400-2450](#))

(cf. [3516](#) - Emergencies and Disaster Preparedness Plan)

The Sonoma County Superintendent of Schools or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code [32282](#))

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code [32282](#))

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake

4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the County Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The County Superintendent or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

The County Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The County Superintendent or designee shall identify potential earthquake hazards in classrooms and other Sonoma County Office of Education facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.

3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the site administrator or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the site administrator or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the County Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

(cf. 3543 - Transportation Safety and Emergencies)

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the site administrator or designee.

3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The site administrator or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The site administrator or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The site administrator or designee shall contact the County Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The County Superintendent or designee shall provide updates to parents/guardians of County Office students and members of the community about the incident, any safety issues, and follow-up directions.

(cf. [1112](#) - Media Relations)

Legal Reference:

EDUCATION CODE

[32280-32289](#) School safety plans

GOVERNMENT CODE

[3100](#) Public employees as disaster service workers

[8607](#) Standardized Emergency Management System

CODE OF REGULATIONS, TITLE 19

[2400-2450](#) Standardized Emergency Management System

Management Resources:

CALIFORNIA EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty

Guide and Checklist for Nonstructural Earthquake Hazards in California Schools,
January 2003

School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

OPERATIONAL PROCEDURES

SCOE Operational Procedures Manual (staff use)

WEB SITES

American Red Cross: <http://www.redcross.org>

California Emergency Management Agency: <http://www.calema.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Emergency Management Agency: <http://www.fema.gov/hazards/earthquakes>

National Incident Management System: <http://www.fema.gov/emergency/nims>

Regulation SONOMA COUNTY OFFICE OF EDUCATION

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Routine and Emergency Disaster Procedures: Overview

Emergencies And Disaster Preparedness Plan AR 3516

Components of the Plan

The Sonoma County Superintendent of Schools or designee shall ensure that Sonoma County Office of Education and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff

(cf. [3516.1](#) - Fire Drills and Fires)

2. Earthquake or other natural disasters

(cf. [3516.3](#) - Earthquake Emergency Procedure System)

3. Environmental hazards

(cf. [3514](#) - Environmental Safety)

(cf. [3514.2](#) - Integrated Pest Management)

4. Attack or disturbance, or threat of attack or disturbance, by an individual or group

(cf. [3515](#) - Campus Security)

(cf. [3515.2](#) - Disruptions)

(cf. [5131.4](#) - Student Disturbances)

5. Bomb threat or actual detonation

(cf. [3516.2](#) - Bomb Threats)

6. Biological, radiological, chemical, and other activities, or heightened warning of such activities

7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

(cf. [5141.22](#) - Infectious Diseases)

The County Superintendent or designee shall ensure that the County Office procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of school facilities and equipment and identification of risks

(cf. [3530](#) - Risk Management/Insurance)

2. Instruction and practice for students and employees regarding emergency plans, including:

a. Training of staff in first aid and cardiopulmonary resuscitation

b. Regular practice of emergency procedures by students and staff

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. [4331](#) - Staff Development)

3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:

a. The appropriate chain of command at the County Office and, if communication between the County Office and site is not possible, at each site

b. Individuals responsible for specific duties

c. Designation of the site administrator for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations that do not permit execution of prearranged plans

d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation

e. Assignment of responsibility for identification of injured persons and administration of first aid

4. Personal safety and security, including:

a. Identification of areas of responsibility for supervision of students

b. Procedures for evacuation of students and staff, including posting of evacuation routes

c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible

(cf. [5141](#) - Health Care and Emergencies)

(cf. [5142](#) - Safety)

d. Identification of transportation needs, including a plan that allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety

(cf. 3543 - Transportation Safety and Emergencies)

e. Provision of a first aid kit to each classroom

f. Arrangements for students and staff with special needs

(cf. [4032](#) - Reasonable Accommodation)

(cf. 6159 - Individualized Education Program)

g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

(cf. [4161.1/4361.1](#) - Personal Illness/ Injury Leave)

(cf. [4261.1](#) - Personal Illness/Injury Leave)

(cf. [5113](#) - Absences and Excuses)

(cf. 6183 - Home and Hospital Instruction)

5. Closure of schools, including an analysis of:

a. The impact on student learning and methods to ensure continuity of instruction

b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

(cf. 3516.5 - Emergency Schedules)

6. Communication among staff, parents/guardians, the County Superintendent, other governmental agencies, and the media during an emergency, including:

a. Identification of spokesperson(s)

(cf. [1112](#) - Media Relations)

b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites

(cf. 1113 - County Office and School Web Sites)

c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand

d. Distribution of information about County Office and school site emergency procedures to staff, students, and parents/guardians

7. Cooperation with other state and local agencies, including:

a. Development of guidelines for law enforcement involvement and intervention

b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

(cf. [1400](#) - Relations between Other Governmental Agencies and the Schools)

8. Steps to be taken after the disaster or emergency, including:

a. Inspection of school facilities

b. Provision of mental health services for students and staff, as needed

(cf. [6164.2](#) - Guidance/Counseling Services)

Regulation SONOMA COUNTY OFFICE OF EDUCATION

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Emergency Response Procedures

Emergencies And Disaster Preparedness Plan - BP 3516

The Sonoma County Superintendent of Schools recognizes that all Sonoma County Office of Education staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The County Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the County Office comprehensive school safety plan. (Education Code [32282](#))

(cf. [0450](#) - Comprehensive Safety Plan)

(cf. [3516.3](#) - Earthquake Emergency Procedure System)

The County Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the County Office and school emergency plans, the County Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The County Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating County Office and site-level emergency and disaster preparedness plans.

The County Superintendent shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The County Superintendent shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code [32282](#))

(cf. [1330](#) - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code [3100](#))

(cf. [4112.3/4212.3/4312.3](#) - Oath or Affirmation)

(cf. [4119.3/4219.3/4319.3](#) - Duties of Personnel)

Legal Reference:

EDUCATION CODE

[32001](#) Fire alarms and drills

[32040](#) Duty to equip school with first aid kit

[32280-32289](#) School safety plans

[32290](#) Safety devices

[39834](#) Operating overloaded bus

[46390-46392](#) Emergency average daily attendance in case of disaster

[49505](#) Natural disaster; meals for homeless students; reimbursement

GOVERNMENT CODE

[3100](#) Public employees as disaster service workers

[8607](#) Standardized emergency management system

CODE OF REGULATIONS, TITLE 5

[550](#) Fire drills

[560](#) Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

[2400-2450](#) Standardized emergency management system

UNITED STATES CODE, TITLE 42

[12101-12213](#) Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006

911! A Manual for Schools and the Media During a Campus Crisis, 2001

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Pandemic Influenza Planning Checklist, 2006

CONTRA COSTA COUNTY OFFICE OF EDUCATION

Pandemic Flu School Action Kit, June 2006

GOVERNOR'S OFFICE OF EMERGENCY SERVICES

School Emergency Response: Using SEMS at Districts and Sites, June 1998

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

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

American Red Cross: <http://www.redcross.org>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Emergency Management Agency: <http://www.calema.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

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

Contra Costa County Office of Education, Pandemic influenza resources: http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning: <http://www.ed.gov/admins/lead/safety/emergencyplan>

U.S. Department of Homeland Security: <http://www.dhs.gov>

Superintendent Policy SONOMA COUNTY OFFICE OF EDUCATION

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