

Loomis Union School District

Comprehensive School Safety Plan

2012 – 2013

Penryn School

CDS Code 31-66845-6031173

Cara Alfonso, Principal

Plan Developed By

Cara Alfonso
Curtis Honeycutt
Traci Saunders
Karen Lockwood
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Title

Principal
School Resource Officer
Principal's Secretary
2nd grade teacher
Kindergarten teacher
District Nurse
Parent
Parent
Parent
Parent

Loomis Union School District Comprehensive Safe School Plan 2012 - 2013

Penryn School

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Comprehensive School Safety Plan 2012 – 2013

Membership

Penryn Elementary School

School Site Council or Delegated School Safety Planning Committee Members	Principal or designee	Classified Employees	Classroom Teacher	Parent	Law Enforcement	Other School Staff	Community Representative	Student	Other (Specify) Consultant
A	B	C	D	E	F	G*	H*	I*	J*
Cara Alfonso	X								
Curtis Honeycutt					X				
Traci Saunders		X							
Heidi Hayes			X						
Joyce Mucher			X						
Sheree Palma						X			
Chuck Aikins				X					
Michelle Rossetti				X					
Karen Youman				X					

School Mission Statement

The Penryn School staff and community will provide a safe learning environment, in which students will be challenged to achieve academic excellence, develop their creative potential, and become responsible citizens in the community.

District Mission Statement

The mission of the Loomis Union School District is to provide outstanding educational instruction so that each of our students is enabled to reach their full potential.

Comprehensive Safe School Plan 2012 – 2013

Student Data Summary

Assessing the Current Status of School Crime

Suspensions

Year	Students	Suspensions	Suspension Rate	Expulsions	Expulsion Rate
2005 - 2006	264	7	.026	0	0
2006 – 2007	253	3	.011	0	0
2007 – 2008	239	10	.041	0	0
2008 - 2009	245	9	.036	0	0
2009-2010	232	11	.047	1	.004
2010-2011	226	9	.004	0	0
2011-2012	226	2	.009	0	0

Data Source	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009	2009-2010	2010-2011	2011-2012
Attendance Rate- Aeries	96.86%	97.28%	97.08%	96.53%	96.67%	96.44%	96.87%
8 th Graders Eligible for Promotion Ceremony- Site Records	100%	100%	100%	100%	99.97%	100%	100%

Conclusions from Data:

- We have a low school suspension and expulsion rates.
- Our attendance rate is good however an attendance rate of 98% or higher is considered excellent. That is our goal.

Conclusions from Parent, Teacher, and Student Input:

- An increase in the average daily attendance would lead to increased revenue for the school and district.

Other:

- It is unclear how our discipline statistics compare to other K - 8 schools in the area. Additional research is needed in this area.
- Although our promotion percentage is at 100%, it is unclear how our 8th grade promotion statistics compare to other similar sized middle schools in the area. Again, additional research is needed.

Comprehensive Safe School Plan 2012 - 2013

Data Summary, continued

Penryn School

STAR test results; grade point averages; eighth grade promotion; and Aeries data, as it relates to student discipline and attendance, was reviewed.

Areas of pride and strength include:

Panther Pride Student Recognition

Monart Program

PTC

Athletics

Learning Center

Band

Weekly School-Parent Communication

Advanced Math – Geometry

4th-8th grade parent access to the Aeries
grade book

Areas we wish to improve are:

- I. Daily Attendance Rate
- II. Additional Practice of Safety Procedures for Lockdown & Duck Cover Drills
- III. Facility Improvements To Increase Student and Staff Safety

Comprehensive Safe School Plan 2012 – 2013
 Ensuring a Safe and Orderly Environment
 Component I: People and Programs

Penryn School

Component I: People and Programs	
<i>Goal #1: To foster a safe and respectful school environment where our students and their learning needs are valued and respected.</i>	
Objectives:	
1. Review the school handbook and the established behavior policies with the entire staff by September 28, 2012.	
2. Edit the Penryn Student/Parent Handbook and Staff Handbooks to reflect best behavior practices by August 31, 2012.	
3. Distribute Staff Handbooks for review with staff prior to August 31, 2012.	
4. Parent Handbook posted on school’s website. This shall be completed prior to August 31, 2012.	
5. Grade K – 8 students will review the Student/Parent Handbook in a manner deemed appropriate for that grade level. This shall be completed by August 31, 2012.	
Goal #2: Foster positive student recognition opportunities during the 2010-2011 school year.	
Objectives:	
1. Review the recognition opportunities presented in the 2012-2013 school year with staff and parent groups by August, 31 st 2012	
2. Communicate the 2012-2013 recognition programs to staff, students, and families by September 28, 2012.	
3. Recognize students during our school assemblies, honor roll awards and through our Panther Pride Program.	
Programs Include:	
1. Panther Pride Awards	2. Panther Pride Principal Lunch
3. 7 th -8 th Leadership Program	4. 4 th -8 th Honor Roll Awards
5. LUSD Student Recognition	

Component I: People and Programs

Goal #1: To foster a safe and respectful school environment where our students and their learning needs are valued and respected.

Penryn School

Who will take the lead	<ul style="list-style-type: none">• Administration• Certificated Staff• Classified Staff
Completion date and budget	<ul style="list-style-type: none">• Annually (e.g., August)• Budget is to be determined and is district supported
Resources needed	<ul style="list-style-type: none">• Penryn School Handbooks• Positive Weekly Assembly Communication• School Website with updated information
How we will monitor and evaluate	<ul style="list-style-type: none">• Discipline data gleaned from Aeries reports (e.g., Suspension and expulsion data)• The number of eighth graders eligible for promotion ceremony

Component I: People and Programs
Goal #2: Foster positive student recognition opportunities during the 2012-2013 school year.

Penryn School

Who will take the lead	<ul style="list-style-type: none"> • Administrators • Certificated Staff • Classified Staff • Office Staff
Completion date and budget	<ul style="list-style-type: none"> • Monthly and Trimester • Budget is to be determined
Resources needed	<ul style="list-style-type: none"> • Panther Pride Stickers • Panther Pride Supporting Restaurants • Gift certificates, gift cards, etc.
How we will monitor and evaluate	<ul style="list-style-type: none"> • Discipline records • Number of students recognized through Panther Pride, Honor Roll, and Perfect Attendance awards

Comprehensive Safe School Plan 2012 – 2013
 Ensuring a Safe and Orderly Environment
 Component II: Place

Penryn School

Component II: Place
<i>Goal #1: Complete an annual safety check of our facility including a chemical inventory of our science and art classroom using qualified district personnel.</i>
Objectives:
1. The principal will contact Chris Angel by February 1, 2013.
2. If qualified district personnel are unavailable, identify a local agency or individual to complete annual chemical inventory by February 1, 2013.
3. Complete the annual chemical inventory by February 1, 2013.
4. Inspect door locks to make sure they are in working order. Currently doors must be locked from the outside. Where are door locks located at our other district schools? Is this a safety concern for students and staff?
5. Test the school PA system to make sure it can be heard in all classrooms on campus including the Discovery Club. How do we add the playground to the PA system?
<i>Goal #2: To identify areas of safety concern on our campus and communicate said concerns to the district office.</i>
Objectives:
1. Complete a campus tour with Chris Angel, Director of Maintenance, and identify campus safety concerns by February 1, 2013.
2. Submit findings to Gordon Medd, Superintendent, Loomis Union School District, by February 28, 2013.

Component II: Place

Goal #1: To complete an annual safety check of our campus including a chemical inventory of our science and art classroom using qualified district personnel.

Penryn School

Who will take the lead	<ul style="list-style-type: none">• Chris Angel, Director of Maintenance• Cara Alfonso, Principal
Completion date and budget	<ul style="list-style-type: none">• Annually by May 31st• District cost
Resources needed	<ul style="list-style-type: none">• Certified person to complete the annual school chemical inventory.• Ensure window coverings for all classrooms.• Improved tools for communicating with the site Discovery Club during an emergency.• Improved PA coverage area to include the school playground and grounds.
How we will monitor and evaluate	<ul style="list-style-type: none">• Completed report

Component II: Place

Goal #2: To identify areas of safety concern on our campus, and communicate said concerns to the district office.

Penryn School

Who will take the lead	<ul style="list-style-type: none">• Chris Angel, Director of Maintenance• Cara Alfonso, Principal• Custodial and Maintenance Personnel• Staff Members
Completion date and budget	<ul style="list-style-type: none">• Annually – completion of the Comprehensive Safe School Plan• District’s yearly maintenance plan and budget
Resources needed	<ul style="list-style-type: none">• Comprehensive Safe School Plan
How we will monitor and evaluate	<ul style="list-style-type: none">• Report to district• Maintenance completion of tasks/work orders• Principal’s meetings with Chris Angel and Gordon Medd, Superintendent, on an as needed basis to follow up on action items

Comprehensive Safe School Plan 2012 – 2013

Penryn School

<p>Method for Communicating Plan and Notifying Public: Ed Code 32288</p>	<p>Date of Public Hearing: <u>February, tba, Penryn Site Council Meeting</u></p> <p>Site of Public Hearing: <u>Penryn School Library</u></p> <p>The School Site Council or School Safety Planning Committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> ➤ Local Mayor ➤ Representative of the local school employee organization ➤ A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs ➤ A representative of each teacher organization at the school site ➤ A representative of the student body government ➤ All persons who have indicated they want to be notified
	<p>The School Site Council or School Safety Planning Committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> ➤ A representative of the local churches ➤ Local civic leaders ➤ Local business organizations ➤ In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15th of any schools that have not complied with California Education Code 32281

Review of Progress for Last Year	Name:	Date:
Law Enforcement Review	Name:	Date:
Site Council Approval	Name:	Date:
School Board Approval	Name:	Date:

SECTION B

Disaster Procedures and Crisis Response

Including adaptations for students with disabilities

Check In & Check Out Procedure

Staff members will notify the principal's secretary (e.g., Traci Saunders), extension 221, by telephone or in person if they leave campus during business hours, so that all staff members are accounted for should an emergency occur.

All students must check out at the main office if they leave campus during the school day, and must check in at the main office upon their return. A log sheet is maintained in the main office.

Parents and visitors must check in at the main office before entering school grounds, and check out when they leave. Visitor badges are issued to guests on our campus.

Bomb Threat

If a bomb threat is made to our school, staff will be notified via a "Lockdown" announcement. Staff and students will remain in their classrooms until the school's administration is given direction by the emergency responders. An administrator or emergency responder (e.g., Police Officer) will open classroom doors.

Staff and students will be evacuated according to administrative and/or emergency responder instruction(s).

While waiting in designated evacuation area, staff members will:

1. Take roll and keep their students together.
2. Remain in their designated area while waiting for further instruction.
3. Not touch or move any suspicious objects, and will report their location to responding emergency responders and/or site administrator(s).
4. Not use any electrical devices such as radios, walkie-talkies, pagers, or cell phones.

Earthquake

During an earthquake, please have students get as much of their bodies as possible under their desks. Teachers should be either under their desks or under the doorframe during an actual earthquake. At cessation of earthquake tremors, staff members will:

1. Assess the situation (e.g., injuries to students and damage).
2. Remain in place in “Duck and Cover Positions” until notified by an emergency responder (e.g., Police Officer) or an administrator.
3. Staff and students will be evacuated according to administrative and/or emergency responder instructions.
4. Teachers will evacuate their classrooms according to emergency personnel instructions.

While waiting in designated evacuation area, staff members will:

1. Take roll and keep their students together.

Staff members and students will:

1. Remain in their designated area while waiting for further instruction.
2. Not touch or move any suspicious objects, and will report their location to responding emergency responders and/or site administrator(s).
3. Not use any electrical devices such as radios, walkie-talkies, pagers, or cell phones.

Fire Drill & Staging for Campus Evacuation

<u>Time</u>	<u>Procedure</u>
<u>Before School</u>	<p>Students proceed to the school's lower grass field.</p> <p>Staff members help usher students from hallways and sidewalks to the lower grass field. Staff members may have to direct traffic in order to provide safe pathways across parking lot intersections, and help direct traffic in order to make room for emergency vehicles.</p>
<u>During Class</u>	<p>Staff members escort their students; in a single file, quiet line; to their respective location on the lower grass field.</p>
<u>Break Period</u>	<p>Students proceed to the lower grass field, and report to their <u>teacher's line up area</u> upon reaching the field.</p> <p>Staff members help usher students to the field before reporting to their designated location.</p>
<u>Lunch</u>	<p>Students in classes will be escorted; in a single file, quiet line; to their teacher's designated location on the field.</p> <p>Students at lunch will be ushered to the field by noon duty supervisors.</p>
<u>After School</u>	<p>Staff members will usher students to the field, direct traffic away from campus, and clear parking lot lanes so emergency vehicles can access our campus.</p> <p>Parents will be directed by support staff to clear the area for emergency vehicles.</p>

Teacher Expectations during a fire drill:

1. Leave your classroom door unlocked.
2. Bring their red and green cards as well as their attendance roster.
3. Maintain your class rosters and take attendance during a fire drill.
4. Stand at the front of your line and raise the appropriately colored card **AFTER** you take attendance.

Student Expectations during a fire drill:

1. Follow directions.
2. Face forward while standing in a quiet, straight line.

Lockdown Procedure

Step 1	Get students into your classroom in thirty (30) seconds or less. If you are not near your classroom, seek cover in the nearest classroom.
Step 2	Lock your door, and DO NOT OPEN YOUR DOOR ONCE IT IS LOCKED!
Step 3	NO ONE LEAVES YOUR CLASSROOM ONCE THE DOOR IS LOCKED. Close blinds/curtains/shades.
Step 4	Students sit quietly on the floor and/or under desks. If possible, sit away from windows.
Step 5	<p><u>Take Attendance</u></p> <p>-First Option- Staff members will take attendance and email it to the office. Staff should email GREEN- all present if all students in attendance are accounted for. Staff should email RED- and must list the names of the additional students who are there and the names of any students who are missing. Ex: if a student is in your class but has gone to the learning center, you should mark red. We will use the L/C attendance list to balance the school wide attendance.</p> <p>-Second Option- If the power is out, the office will call each classroom to gather attendance. Staff should Not call the office during a lockdown unless there is an emergency.</p> <p>-Third Option- If directed by the office because the situation necessitates, staff members will report attendance by sliding their red/green folder into classroom door frame. GREEN will indicate all are ok and accounted for. RED will indicate a problem or that someone is missing from that classroom.</p>
Step 6	Wait for additional instructions from an administrator or emergency responder.

Notes:

- ✓ **Students, who are not in classrooms, should go to the nearest school building to take cover.**
- ✓ **A lockdown is not a guarantee of safety. Its purpose is to minimize casualties.**

Shelter-In-Place

	<i>CLASSROOM TEACHERS</i>
Step 1	Get your students in your classroom.
Step 2	Lock your classroom door and close all windows.
Step 3	Close window shades, blinds, and/or curtains.
Step 4	<i>Turn off all fans, heating and air conditioning systems.</i>
Step 5	<i>Use duct tape and plastic sheeting to seal all cracks around the door and any vents into your classroom. Items will be provided to classrooms for emergencies.</i>
Step 6	Teacher shall take attendance, and may continue with class instruction during a shelter-in-place.
Step 7	Wait for additional instructions from an administrator or emergency responder.
	<i>CUSTODIAN</i>
Step 1	<i>Turn off all fans, heating and air conditioning systems.</i>

Shelter-In-Place¹ is a cautionary campus status. Its purpose is to ready the campus for a potential perceived threat. Often times, this is used where hazardous materials may have been released into the atmosphere. This is a precaution aimed to keep staff and students safe while remaining indoors. Penryn’s proximity to Interstate 80 suggests that it is susceptible to an airborne hazard emanating from this location.

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by an administrator via the intercom system. Teachers shall not release any students until notified by an administrator or an emergency responder.

¹ Source: <http://www.redcross.org/services/disaster/beprepared/shelterinplace.html>

Power Failure

Students remain with their teachers, and teachers may modify instruction if necessary. Information will be delivered to classrooms via an administrator as it is made available.

Alternative **EMERGENCY** contact numbers include:

<u>Staff Member</u>	<u>Telephone Number</u>
Cara Alfonso, Principal	916 577-0689
Curtis Honeycutt, School Resource Officer	916 652-2451
Cell Phone	530 401-4228
Penryn Fire Department	916 663-3389
Bob Richardson, South Placer Fire Department	916 791-7059
Department of Fish & Game	916 358-1300

Hazardous Material Accident, Train Derailment, Explosion, or Fallen Aircraft

If a *Hazardous Material Accident, Train Derailment, Explosion, or Fallen Aircraft* occurs near our school, staff will be notified via an intercom announcement, telephone call, or room visit by an administrator and/or emergency responder. Depending on the nature of the incident, staff and students may be directed to remain in their classrooms, or directed to evacuate to a designated area.

SHELTER-IN-PLACE²

Staff and students will remain in their classrooms until notified by administrator(s) and/or emergency responders.

1. Get your students in your classroom.
2. Lock your classroom door and close all windows.
3. Close window shades, blinds, or curtains.
4. *Turn off all fans, heating and air conditioning systems.*
5. *Use duct tape and plastic sheeting to seal all cracks around the door and any vents into your classroom.*
6. Teacher shall take attendance, and may continue with class instruction during a shelter-in-place.
7. Wait for additional instructions from an administrator or emergency responder.

The custodian will turn off all school wide fans, heating and air conditioning systems.

EVACUATION

Staff and students will be evacuated according to administrative and/or emergency responder instruction(s).

1. Lock your classroom door.
2. Bring your red and green cards as well as your attendance roster.
3. Wait in the designated evacuation area for further instructions.
4. Maintain your class rosters and take attendance.
5. Assess the situation (e.g., student injuries)
6. Keep your students together

² See page 23.

Incident Command System (ICS) Command Team Organization

INCIDENT COMMANDER

Gordon Medd, Superintendent
Jay Stewart, Asst. Superintendent
Cara Alfonso, Principal

LIASON

Jay Stewart, Asst. Superintendent
Kim Chase, Superintendent's Secretary

PUBLIC INFORMATION OFFICER

Gordon Medd, Superintendent
Jay Stewart, Asst. Superintendent

SAFETY OFFICERS

Police, Sheriff, and/or Fire
Chris Angel, Director of Maintenance
Cara Alfonso, Principal
Jim Ludwig, Custodian
Traci Saunders, Secretary
Julie Trokey, Clerk

OPERATIONS

Police, Sheriff, and/or Fire
Chris Angel, Director of Maintenance
Jim Ludwig, Custodian
Traci Saunders, Secretary
Julie Trokey, Clerk

LOGISTICS

Police, Sheriff, and/or Fire
Chris Angel, Director of Maintenance
Cara Alfonso, Principal
Jim Ludwig, Custodian
Traci Saunders, Secretary
Julie Trokey, Clerk

PLANNING/INTELLIGENCE

Police, Sheriff, and/or Fire
Chris Angel, Director of Maintenance
Cara Alfonso, Principal
Jim Ludwig, Custodian
Traci Saunders, Secretary
Julie Trokey, Clerk

ADMINISTRATION/FINANCE

Jay Stewart, Asst. Superintendent
Cara Alfonso, Principal
Traci Saunders, Secretary
Julie Roth, Clerk

Incident Command System (ICS)

Command Team Organization

Incident Commander	<ul style="list-style-type: none"> ➤ Coordinate the district or school response. ➤ Checks status, progress, and needs of all other ICS management chiefs. ➤ Coordinates with responding agencies, and establishes a unified command.
Liaison	<ul style="list-style-type: none"> ➤ Creates a communication link between the district or school incident commander and the fire and police commanders. ➤ Provide general information to other agency incident commanders, but does not make command decisions. ➤ Contact link for other community agencies.
Public Information Officer (PIO)	<ul style="list-style-type: none"> ➤ Official spokesperson for the district. ➤ All personnel shall refer information requests to the PIO. ➤ Will work jointly with the responding agency's PIO, and the entire agency PIOs, at the scene, will decide on one of them to be the Overall Official Incident Spokesperson. ➤ All media releases must be approved by the Overall Incident Commander before their release.
Safety Officer	<ul style="list-style-type: none"> ➤ Responsible for the physical and emotional needs of the responders. ➤ Monitors responders to prevent unsafe actions. ➤ Roams and ensures people have breaks if needed. ➤ May work closely with mental health crisis team. ➤ Small sites may have to utilize everyone in safety role. ➤ Other agencies could provide safety function.
Operations	<ul style="list-style-type: none"> ➤ These teams do the actual "hands on" response. ➤ Operations teams are concerned with accountability, assembly, shelter, first aid, search and locate, security, etc.
Logistics	<ul style="list-style-type: none"> ➤ Obtains any needed resource including people. ➤ Responsible for transportation, food, water, supplies, etc. ➤ Makes sure communication system is functioning. ➤ May have to be "messengers" if communication cannot be established.
Planning & Intelligence	<ul style="list-style-type: none"> ➤ Gathers information ➤ Assists with medium/long range planning related to the ongoing incident and recovery (logistical) issues. ➤ Arranges for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support services.
Administration & Finance	<ul style="list-style-type: none"> ➤ Responsible for collecting data, scribe records, expenses, etc. either during or after the incident. ➤ Provides an official record of the event. ➤ Coordinates the follow up paperwork, reports, etc. ➤ Works closely with other management chiefs to provide personnel information, resource information, money/credit if needed.

Crisis Response Box

Aerial Photos of Campus	Map of the area
Campus diagram	Staff Roster
Master keys	Turn-off instructions (e.g., fire, gas, etc.)
Student photos	Incident command telephone numbers
Designated command post and staging areas <ul style="list-style-type: none"> ✓ Media staging area away from school ✓ Parent-student reunification area 	Emergency resource lists
Evacuation sites	Student release forms and emergency data cards
Student attendance roster	Inventory of staff resources
List of students with special needs – Penryn and PCOE	First aid supplies location
Emergency first aid supplies	Pens, pencils, paper
Flashlight and batteries	Duct tape, masking tape
Bottled water	Snacks (e.g. Energy bars)
Trash bags	Toilet paper
Hand/Diaper Wipes	Sheets
Air freshener	Markers, crayons
Activities book	
Dry erase board and markers	

The Crisis Response Box shall have a MAINTENANCE LIST in it in which the contents of the Crisis Response Box are checked and materials (e.g., batteries) are replaced, when necessary. It is suggested that this process be completed at least twice annually (e.g., Beginning and middle of each school year.).

A Crisis Response Box will be located in the Office.

Disaster Procedures & Crisis Response

Campus Ingress and Egress Routes

The primary ingress and egress locations are via Butler Road at the west end of campus and via English Colony at the southwest end of the campus.

The Loomis Union School District contracts bus services from **Mid-Placer Transportation**. The school buses enter the west end of campus via Butler before entering the bus loading area adjacent to the lower basketball courts.



Disaster Procedures & Crisis Response

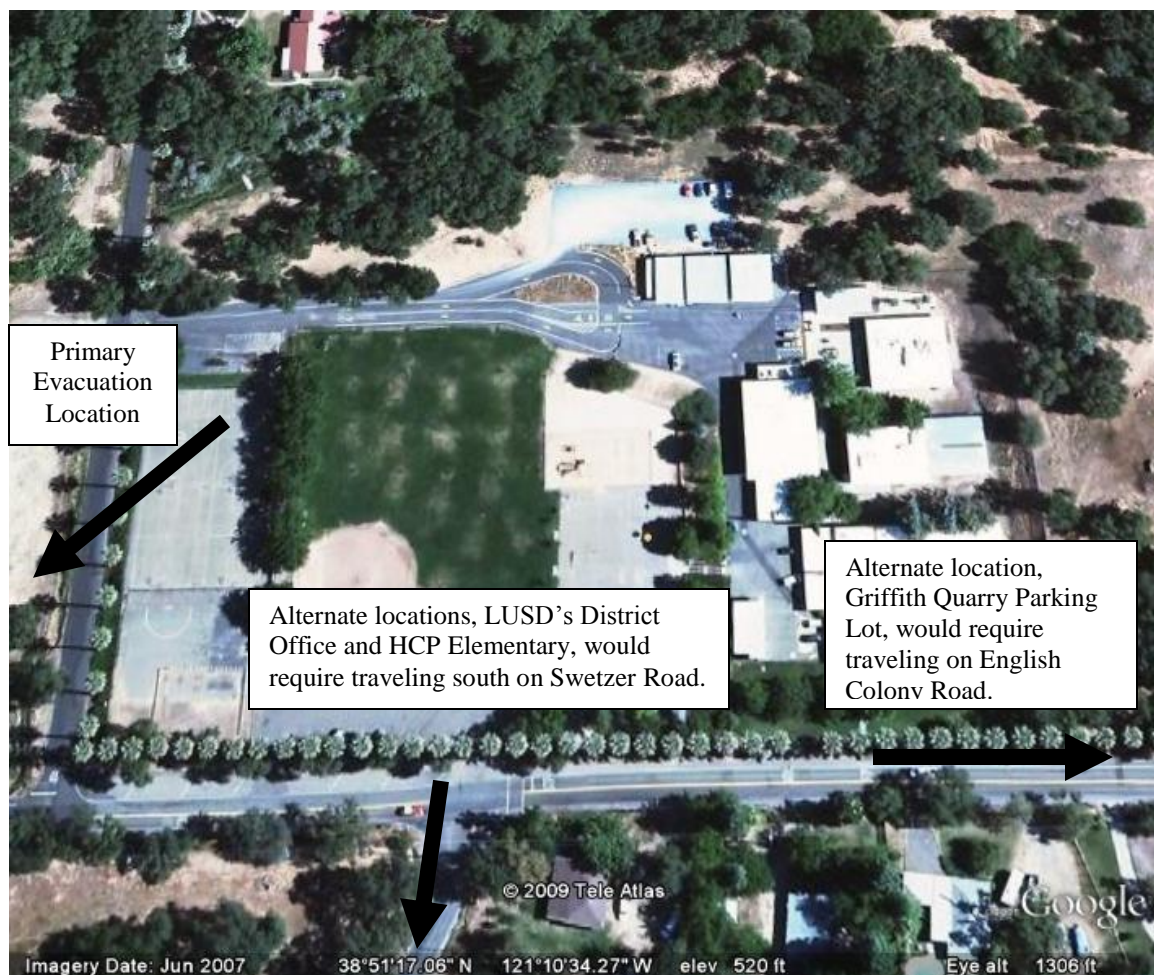
Conditions will always dictate the type of evacuation our campus will initiate. We have two primary off-campus locations from which hazardous conditions may arise:

- The field west of our campus along Butler Road
- The Griffith Quarry parking lot to the northeast of our campus

Subsequently, we may have to respond to a variety of potential hazards outside our campus as well as threats from within our campus (e.g., fire, intruder on campus, etc.).

One evacuation destination (e.g., Primary) will be available should campus and/or conditions around the campus deteriorate. Conditions may necessitate the use of an alternate location. Should such conditions exist, Penryn will evacuate to either the L.U.S.D.'s District Office or HCP School.

Evacuation Destinations



Relocation Destinations

Three relocation destinations will be available should campus and/or conditions around the campus deteriorate. Conditions will dictate the destination.

Loomis Grange Hall

6486 Colwell Road, Penryn Ca 95663
(Approximately 1 mile)

LUSD's District Office / HCP Elementary School

3290 Humphrey Road, Loomis, CA 95650
(Approximately 2 miles)

Griffith Quarry Parking Lot

Taylor Road, Penryn Ca 95663
(Approximately 1 mile)



Travel to Griffith Quarry would require traveling northeast on English Colony

Travel to LUSD's District Office / HCP Elementary would require continuing down Colwell Road, then going south on Humphrev.

Grange Hall Primary Relocation Destination

Staging Areas – Parents, On Campus

Our potential staging areas for parents on campus will be at either the gymnasium or the lower parking lot adjacent to the basketball courts and field. Conditions will determine the location of our designated on campus staging area for parents.



Staging Area – Parents, Off Campus

Our potential off campus staging areas for parents is LUSD's District Office. Conditions will determine which staging area will be used. The Mental Health Crisis Team³ shall set up a parent center in order to get information from the accountability team. The team may have an administrator present and will document the people picking up children. Efforts will be made to have interpreters present.

LUSD's District Office, 3290 Humphrey Road, Loomis, CA 95650 is approximately 4.05 miles from Franklin Elementary School



³ A team made up of counselors and other support workers. Provide support and short-term help until another team is available or their help is no longer needed.

Staging Area – Media

Our potential media staging area shall be the LUSD's District Office which is located at 3290 Humphrey Road in Loomis, California. The LUSD District Office is approximately 2 miles from Penryn Elementary. Conditions will determine the location of the media staging area. It is suggested that a media center be established near the Loomis Union School District's district office in order to provide a centralized location for the dissemination of information.



Recovery & Aftermath

Conditions (e.g., Event and aftermath) will determine what actions and resources will be used/made available to staff, students, families, and community members.

Staff	<p><u>COORDINATION OF MENTAL HEALTH SERVICES</u></p> <ul style="list-style-type: none"> ➤ Mental Health Team assembled ➤ Assessment of psychological needs (on-going) ➤ Safe rooms established ➤ Provisions for on-going debriefings ➤ Classroom activities for students ➤ Funerals and memorials ➤ Acknowledgements and thanks ➤ Follow up resources ➤ Preparing for later actions ➤ Support for caregivers ➤ Reflections/Debriefing for future planning as well as lessons learned ➤ Community and/or parent meetings
Students	
Families	
Community	

Resources:

California Department of Education www.cde.ca.gov	Los Angeles County Office of Education www.lacoe.edu
National Association of School Psychologists www.nasp.com	International Critical Incident Stress Foundation www.icisf.org
National Organization of Victim Assistance www.try-nova.org	Auburn Police Department http://www.auburn.ca.gov/pd/ 530-823-4237
Placer County Sheriff Department http://www.placer.ca.gov/Departments/Sheriff.aspx 530-889-7800	Auburn Fire Department http://www.auburn.ca.gov/dept/dept_fire.html 530-823-4211 ext. 2

Recovery - Return to Campus

When an event happens after school, over the weekend, or during breaks we will follow these guidelines for communicating information to staff, families, school board members, Mid-Placer Transportation, and the community:

- WHAT:** Our constituents need to know that the campus is safe as well as the date classes will resume.
- WHEN:** Our constituents need to know in a timely manner so they can make the necessary arrangements.
- WHERE/HOW:** Staff members and students' families will be notified via Connect-Ed. Mid-Placer Transportation will be notified via a telephone call from the district office.
- WHO:** Communication with our constituents will be a joint effort between our school's administration and the district superintendent.

Appendix - A

Adopted Board Policies

Child Abuse Reporting Policy: BP 5141.4
Suspensions and Expulsion Policy: BP 5144.1
Notifying Teachers of Dangerous Pupils Policy: BP 4158, BP 4258, and BP 4358
Sexual Harassment Policy: BP 5145.7
Dress Code Policy: BP 5132
Hate Crime Policy and Procedures: BP 5145.9
Rules and Proceedings on School Discipline: BP 5144
Student Conduct: BP 5131
Loomis Union School District Anti-Bullying Guidelines

Board Policy

BP 5141.4

Students

Child Abuse Reporting Procedures

The Governing Board recognizes that the district has a responsibility to facilitate the prompt reporting of incidents of child abuse and neglect. The Superintendent or designee shall ensure that parents/guardians have access to procedures whereby they can report suspected child abuse at a school site to appropriate child protective agencies.

(cf. 1312.1 - Complaints Concerning School Personnel)

(cf. 5141.41 - Child Abuse Prevention)

The Superintendent or designee shall establish regulations for use by employees in identifying and reporting child abuse.

District employees shall report known or suspected incidences of child abuse in accordance with district regulations and state law. Employees shall fully cooperate with the child protective agencies responsible for reporting, investigating and prosecuting cases of child abuse.

(cf. 4112.9 - Signed Statements)

The Superintendent or designee shall provide training in child abuse identification and reporting for all certificated personnel.

The Superintendent or designee shall also provide training in the duties of child abuse identification and reporting to instructional and teacher aides, teacher assistants and other classified employees. (Penal Code 11165.7)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

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

48906 Notification when student released to peace officer

PENAL CODE

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

11164-11174.3 Child Abuse and Neglect Reporting Act, especially

11165-11165.15 Definitions relating to child abuse

11166-11170 Reporting known or suspected cases of child abuse

11172 Immunity from liability

11174.3 Interviewing victim at school

WELFARE AND INSTITUTIONS CODE

600-601.2 Referral to school attendance review board; minors habitually disobedient or truant

15630-15637 Dependent adult abuse reporting

STATUTES OTHER THAN CODE

Chapter 1102, Statutes of 1991, Section 6

Management Resources:

CDE LEGAL ADVISORIES

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

Policy LOOMIS UNION SCHOOL DISTRICT

Adopted: October 7, 1993 Loomis, California

Loomis Union SD

Board Policy

BP 5144.1

Students

Suspension And Expulsion/Due Process

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

(cf. 5144 - Discipline)

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Co-curricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

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

Zero Tolerance

The Board supports a zero tolerance approach to serious offenses. This approach makes the removal of potentially dangerous students from the classroom a top priority. It ensures fair and equal treatment of all students and requires that all offenders be punished to the fullest extent allowed by law. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy and administrative regulation as cause for suspension or expulsion.

The Superintendent or designee shall notify staff, students and parents/ guardians about the district's zero tolerance policy and the consequences which may result from student offenses. He/she shall also ensure strict enforcement of this policy.

Student Due Process

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

(cf. 5119 - Students Expelled from Other Districts)

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

On-Campus Suspension Program

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

The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

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

Required Parental Attendance

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

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is

the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision not to Enforce Expulsion Order

OPTION 1: In cases where expulsion is mandatory pursuant to Education Code 48915(c), the enforcement of an expulsion order shall not be suspended by the Board. In all other cases of expulsion, the order for expulsion may be suspended by the Board, on case-by-case basis, pursuant to the requirements of law.

OPTION 2: On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence reduction

1981 Enrollment of students

17292.5 Program for expelled students

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48666 Community day schools

48900-48926 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act (re closed sessions)

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

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

PENAL CODE

240 Assault defined

242 Battery defined

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.25 -417.27 Laser scope

422.6 Interference with civil rights; damaging property

422.7 Aggravating factors for punishment

422.75 Protected classes

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

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors or stun guns

868.5 Supporting person; attendance during testimony of witness

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

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

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

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301, 308

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

ATTORNEY GENERAL OPINIONS

80 Ops.Cal.Atty.Gen. 347 (1997)

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

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

Management Resources:

CDE PROGRAM ADVISORIES

0306.96 Expulsion Policies and Educational Placements, SPB 95/96-04

Policy LOOMIS UNION SCHOOL DISTRICT

Adopted: July 1, 1999 Loomis, California

Loomis Union SD

Board Policy

BP 4158

Personnel

Employee Security

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

(cf. 3515 - School Safety and Security)

(cf. 5131.4 - Campus Disturbances)

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

EMPLOYEE SECURITY

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35204 Contract with attorney in private practice or use of administrative advisor

35205 Contract for legal services

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48900 Grounds for suspension or expulsion

48902 Notification of law enforcement authorities if student violates assault or controlled substance provision

48904 Parental liability

48905 Injury or damage to person or property of school district employee; request for legal action

49079 Notification to teacher; student who has engaged in acts constituting grounds for suspension or expulsion

49330 Definition of injurious object

49331 Removal of injurious object from possession of pupil by designated employee

GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

PENAL CODE

71 Threatening public officers and employees and school officials

240 Definition of assault

241.2 Assault on school or park property against any person

241.3 Assault against school bus drivers

241.6 Assault on school employee includes board member

242 Definition of battery

243 Battery; definition of "injury" and "serious bodily injury"

243.2 Battery on school or park property against any person

243.3 Battery against school bus drivers

243.6 Battery against school employee includes board member

245.5 Assault with deadly weapon; school employee includes board member

601 Trespass by person making credible threat

626.9 Gun-Free School Zone Act of 1995

626.10 Exceptions to bringing weapons on school grounds

646.9 Stalking

12403.7 Weapons approved for self defense

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety act

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

Policy LOOMIS UNION SCHOOL DISTRICT

Adopted: November 5, 1998 Loomis, California

Loomis Union SD

Board Policy

BP 4258

Personnel

Employee Security

The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

(cf. 3515 - School Safety and Security)

(cf. 5131.4 - Campus Disturbances)

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

EMPLOYEE SECURITY

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EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

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35204 Contract with attorney in private practice or use of administrative advisor

35205 Contract for legal services

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48904 Parental liability

48905 Injury or damage to person or property of school district employee; request for legal action

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49331 Removal of injurious object from possession of pupil by designated employee

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995-996.4 Defense of public employees

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245.5 Assault with deadly weapon; school employee includes board member

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626.9 Gun-Free School Zone Act of 1995

626.10 Exceptions to bringing weapons on school grounds

646.9 Stalking

12403.7 Weapons approved for self defense

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety act

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

Policy LOOMIS UNION SCHOOL DISTRICT

Adopted: November 5, 1998 Loomis, California

Loomis Union SD

Board Policy

BP 4358

Personnel

Employee Security

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(cf. 3515 - School Safety and Security)

(cf. 5131.4 - Campus Disturbances)

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

EMPLOYEE SECURITY

Legal Reference:

EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings

32225-32226 Communication devices

35204 Contract with attorney in private practice or use of administrative advisor

35205 Contract for legal services

35208 Liability insurance

35213 Reimbursement for loss, destruction or damage of school property

44014 Report of assault by pupil against school employee

44807 Duty concerning conduct of students

48900 Grounds for suspension or expulsion

48902 Notification of law enforcement authorities if student violates assault or controlled substance provision

48904 Parental liability

48905 Injury or damage to person or property of school district employee; request for legal action

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626.9 Gun-Free School Zone Act of 1995

626.10 Exceptions to bringing weapons on school grounds

646.9 Stalking

12403.7 Weapons approved for self defense

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety act

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

Policy LOOMIS UNION SCHOOL DISTRICT

Adopted: November 5, 1998 Loomis, California

Loomis Union SD

Board Policy

BP 5145.7

Students

Sexual Harassment

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

Instruction/Information

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

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5141.41 - Child Abuse Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Family Life/Sex Education)

Complaint Process

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

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other district employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the nondiscrimination coordinator or the Superintendent or designee.

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

(cf. 5141.4 - Child Abuse Reporting Procedures)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

(cf. 1312.1 - Complaints Concerning District Employees)

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Record-Keeping

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

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Discrimination

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

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Reese v. Jefferson School District, (2001) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

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

Nabozny v. Podlesny, (1996, 7th Cir.) 92 F.3d 446

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Oona R.-S. etc. v. Santa Rosa City Schools et al, (1995) 890 F.Supp. 1452

Rosa H. v. San Elizario Ind. School District, (W.D. Tex. 1995) 887 F. Supp. 140, 143

Clyde K. v. Puyallup School District #3, (1994) 35 F.3d 1396

Patricia H. v. Berkeley Unified School District, (1993) 830 F.Supp. 1288

Franklin v. Gwinnet County Schools, (1992) 112 S. Ct. 1028

Kelson v. City of Springfield, Oregon, (1985, 9th Cir.) 767 F.2d 651

Management Resources:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS
GENERAL

Protecting Students from Harassment and Hate Crime: A Guide for Schools, January 1999

OFFICE OF CIVIL RIGHTS' PUBLICATIONS

Revised Sexual Harassment Guidance, January 2001

Sexual Harassment Guidance, March 1997

WEB SITES

OCR: <http://www.ed.gov/offices/OCR>

Policy LOOMIS UNION SCHOOL DISTRICT

Adopted: August 5, 2004 Loomis, California

Loomis Union SD

Board Policy

BP 5132

Students

Dress And Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Legal Reference:

EDUCATION CODE

32282 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

Hartzell v. Connell (1984) 35 Cal. 3d 899

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Marvin H. Jeglin et al v. San Jacinto Unified School District et al 827 F.Supp. 1459 (C.D. Cal. 1993)

Policy LOOMIS UNION SCHOOL DISTRICT

Adopted: July 1, 1999 Loomis, California

As of 1 August 2008, there is no LUSD BP 5145.9

CSBA Sample

Board Policy

BP 5145.9

Students

Hate-Motivated Behavior

***Note: As California's population becomes more diverse, it is important that school districts provide a safe and harmonious learning environment for all students. Pursuant to Education Code 201, schools have an affirmative obligation to combat racism, sexism, and other forms of bias, as well as a responsibility to provide equal educational opportunity. Developing policy to address hate-motivated behavior is one way districts can help teach students respect and understanding of diversity. ***

***Note: In its publication entitled Hate-Motivated Behavior in Schools, the California Department of Education defines hate-motivated behavior as an act, or attempted act, motivated by hostility towards a victim's real or perceived ethnicity, national origin, immigrant status, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. Some hate-motivated behavior may also be a crime as defined in state or federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults. ***

Note: The following optional policy is for use by districts in the implementation of a prevention strategy for hate-motivated incidents and should be modified to reflect district practice. Elements of this policy should also be integrated into existing school plans, such as the school safety and staff development plan, as well as any policies developed by the district regarding Positive School Climate and Multicultural Education; see BP 5137 and BP 6141.6, respectively.

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

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6141.6 - Multicultural Education)

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

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 3515.3 - District Police/Security Department)

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

(cf. 5144 - Discipline)

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

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

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

(cf. 6164.2 - Guidance/Counseling Services)

***Note: Local law enforcement agencies and human rights commissions have established countywide hate crime networks aimed at responding to and preventing hate crimes. The California Association of Human Relations Organizations (CAHRO) is a statewide association of people and organizations that conducts activities designed to protect human and civil rights, including providing training on human relations. ***

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence

PENAL CODE

186.21 Street terrorism; legislative findings and declarations

422.55-422.86 Hate crimes

11410-11414 Terrorism

13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability

13519.6 Hate crimes, training courses and guidelines

UNITED STATES CODE, TITLE 18

245 Federally protected activities

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ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF EDUCATION
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Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators, Law Enforcement and Communities, 1997

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL
ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

WEB SITES

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

California Association of Human Relations Organizations: <http://www.cahro.org>

United States Department of Education, Office of Civil Rights:
<http://www.ed.gov/offices/OCR/index.html>

CSBA Issued: 6/99

Loomis Union SD

Board Policy

BP 5144

Students

Discipline

The Governing Board believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment which reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures.

In order to maintain an environment conducive to attaining the highest quality of education in the district, there must exist certain disciplinary policies and regulations relating to student

conduct which delineate acceptable behavior and provide the basis for sound disciplinary practices within each school in the district. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color or sex.

The administration, teachers and classified staff share the mutual responsibility for student conduct and safety and the enforcement of district policies and regulations. The Board shall give all reasonable support and assistance to all employees

with respect to the student discipline.

(cf. 5142 - Safety)

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.

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

School-Adopted Rules

At each school site rules for student discipline shall be adopted. (Education Code 35291.5)

The adoption of each school's rules on student discipline is the responsibility of the school principal/designee and a designated teacher.

Special care shall be taken to solicit the views of the school community, including administrators, teachers, school security personnel, parents/guardians and middle school students in developing the site level rules.

School site rules shall be revised periodically as required by any changes in district policy, regulation or law and shall undergo the site level rule review and adoption process at least every four (4) years.

All adopted school site rules shall be subject to Board review and approval prior to implementation.

In order to ensure that school site rules for student discipline are enforced fairly and uniformly and consistently, the Superintendent or designee shall establish procedures for the approval of such rules. All school site rules shall be strictly based on district policy, regulation and existing law.

All avenues provided in policy, regulation and law for the discipline of students may be utilized in developing site level rules. These include but are not limited to advising and counseling students, conferencing with parents/guardians, detention during and after school hours, alternative educational environments and, if necessary, suspension and expulsion.

Notice to Parents/Guardians and Students

The principal of each school shall ensure that every student and his/her parent/guardian is notified in writing of all Board policies, administrative regulations and individual school rules related to discipline at the beginning of each school year and that transfer students and their parents/guardians are so advised

at the time of enrollment in school.

The notice shall include the fact that these rules and regulations are available on request at the principal's office in all district schools.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. School administrators and teachers shall employ other means of disciplining students who violate school rules, district regulations or district policies.

The use of reasonable and necessary force by an employee to protect oneself or students or to prevent damage to district property shall not be considered corporal punishment for purposes

of this policy. (Education Code 49001)

(cf. 4158 - Employee Protection)

Legal Reference:

EDUCATION CODE

35146 Closed sessions

35291 Rules

35291.5 School-adopted discipline rules

35291.7 School-adopted discipline rules: additional employees

44807.5 Restriction from recess for disciplinary purposes

48900-48925 Suspension and expulsion

48908 Duties of pupils

48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment

49330-49334 Injurious objects

CODE OF REGULATIONS, TITLE 5

353 Detention after school

Policy LOOMIS UNION SCHOOL DISTRICT

Adopted: March 23, 1989 Loomis, California

Loomis Union SD

Board Policy

Conduct

BP 5131

Students

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.1 - Bus Conduct)

(cf. 6145.2 - Athletic Competition)

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

3. Harassment of students or staff, such as bullying, including cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering, in accordance with the section entitled

"Bullying/Cyberbullying" below

"Cyberbullying" includes the transmission of communications, posting of harassing

messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital 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 or friendships.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

4. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty in school work or on tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

8. Inappropriate attire

(cf. 5132 - Dress and Grooming)

9. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

10. Failure to remain on school premises in accordance with school rules

11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drug in violation of school rules

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

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

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144 - Discipline)

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

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

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts the educational program of the district or any other district in accordance with law, Board policy, or administrative regulation.

Possession/Use of Cellular Phones and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical

activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

In accordance with the Board's policy and administrative regulation on search and seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

(cf. 5145.12 - Search and Seizure)

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Bullying/Cyberbullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. This instruction may involve parents/guardians, staff, and community members.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6163.4 - Student Use of Technology)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians and students also may be provided with similar information.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5136 - Gangs)

Students may submit a verbal or written complaint of conduct they consider to be

bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes for students to submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance.

Students shall be encouraged to save and print any 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.

Any student who engages in cyberbullying using district-owned equipment, on school premises, or off-campus in a manner that impacts a school activity or school attendance shall be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32261 Bullying

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension or expulsion, especially:

48908 Duties of students

51512 Prohibition use of electronic listening or recording device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

417.25-417.27 Laser scope

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

VEHICLE CODE

23124 Use of cellular phones provisional license holders

CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

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Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Digital Discipline: Off-Campus Student Conduct, the First Amendment and Web Sites, School Law in Review, 2001

NATIONAL SCHOOL SAFETY CENTER PUBLICATIONS

Set Straight on Bullies, 1989

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

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

California Coalition for Children's Internet Safety: <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://csriu.org> and <http://cyberbully.org>

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

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

NetSmartz: <http://www.netsmartz.org>

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

Policy LOOMIS UNION SCHOOL DISTRICT

adopted: April 2, 2009 Loomis, California

Loomis Union School District Anti-bullying Guidelines

The Loomis Union School District is committed to providing a safe working and learning environment and will not tolerate bullying or any behavior that infringes on the safety or well-being of students or employees.

The District “desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct. (BP 5131)

The following guidelines apply:

Definition: Bullying among children is commonly defined as intentional, repeated hurtful acts, words or other behavior, such as name-calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim.

Indicators of Bullying Behavior: Bullying behaviors may include, but are not necessarily limited to, the following:

- **Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
- **Nonverbal:** Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- **Physical:** Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
- **Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics (such as race, disability, ethnicity, or perceived sexual orientation)
- **Cyber bullying:** Sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication.
- **Sexual bullying:** Includes many of the actions listed above, as well as sexual propositioning, sexual harassment, abuse involving actual physical contact and sexual assault, exhibitionism, voyeurism.

Administrative Responsibilities:

- Create an environment where the school community understands that bullying is inappropriate and will not be tolerated.
- Communicate and ensure that staff, students, and parents are informed of District policy and school procedures regarding anti-bullying.
- Develop and incorporate anti-bullying procedures into the school behavior or discipline program.
- Provide in-service training to certificated and classified staff to ensure that staffs are clearly familiar with and able to identify the indicators of bullying and understand their individual responsibilities to respond to and report bullying behavior.

Staff Responsibilities:

- Create an environment where students understand that bullying is inappropriate and will not be tolerated.
- Discuss with students the anti-bullying policy and strategies to prevent bullying.
- Encourage students to report bullying incidence.
- Learn to recognize the indicators of bullying behavior.
- Intervene immediately and take corrective action when bullying is observed and report incidents and actions to the site principal.

Student Responsibilities:

- Take responsibility for helping to create a safe school environment.
- Do not engage in or contribute to bullying behaviors, actions, or words.
- Treat everyone with respect. Be sensitive as to how others might perceive your actions or words.
- Report bullying behavior to a trusted adult.
- Never engage in retaliatory behavior or ask of, encourage, or consent to anyone's taking retaliatory actions on your behalf.

Responding to Bullying Complaints:

- Assure the target of the bullying that the school and District takes bullying seriously, will not tolerate such treatment, and has a strong policy against bullying. Also, provide assurance that their name will be kept confidential, should they request that their name be kept in confidence.
- Encourage students to save and print any messages sent to them that they feel constitute cyber-bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. Determine the impact or potential impact on school activity or school attendance due to cyber-bullying.
- Obtain specific information relevant to any bullying complaint such as: the date, time, location, witnesses, and whether this was an isolated incident or related to previous incidents. Obtain a written statement from the complainant. If the complainant is unable to provide a written statement, school personnel shall assist in writing a statement as dictated by the complainant. It is important to note that any oral report of bullying is to be considered a complaint an, as such, must be addressed.
- Intervene immediately and take corrective action to stop bullying behavior.

- Assure the target of the bullying that steps will be taken to monitor that the bullying behavior does not continue. Provide the individual with the names of school personnel who can help if the situation continues, escalates, or arises again.
- Determine what type of action or consequences will resolve the situation. Inform the target of the bullying (and his or her parent or guardian) of any corrective actions that might have been or will be required to be taken to resolve the complaint. This should be done in a manner that protects the privacy of all parties.
- Continue to monitor with the target of the bullying that the bullying has stopped.

Bullying: Peer Abuse in Schools

Every day in our Nation's schools, children are threatened, teased, taunted and tormented by schoolyard bullies. For some children, bullying is a fact of life that they are told to accept as part of growing up. Those who fail to recognize and stop bullying practices as they can actually promote violence, sending the message to children that might indeed makes right.

Bullying often leads to greater and prolonged violence. Not only does it harm its intended victims, but it also negatively affects the climate of schools and the opportunities for all students to learn and achieve in school.

What is Bullying?

Bullying among children is commonly defined as intentional, repeated hurtful acts, words or other behavior, such as name-calling, threatening and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims, and for such acts to be defined as bullying, an imbalance in real or perceived power must exist between the bully and the victim.

Bullying may be physical, verbal, emotional or sexual in nature. For example:

- **Physical bullying** includes punching, poking, strangling, hair pulling, beating, biting and excessive tickling.
- **Verbal bullying** includes such acts as hurtful name-calling, teasing and gossip.
- **Emotional bullying** includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure.
- **Sexual bullying** includes many of the actions listed above as well as exhibitionism, voyeurism, sexual propositioning, sexual harassment and abuse involving actual physical contact and sexual assault.

Bullying among schoolchildren is quite common in the United States. In a study of junior high and high school students from small Midwestern towns, 88 percent of students reported having observed bullying, and 76.8 percent indicated that they had been a victim of bullying at school. Of the nearly 77 percent who had been victimized, 14 percent indicated that they experienced severe reactions to the abuse.

A study of 6,500 fourth to sixth graders in the rural South indicated that during the three months preceding the survey, one in four students had been bullied with some regularity and that one in 10 had been bullied at least once a week. In the same survey, approximately one in five children admitted that they had bullied another child with some regularity during the three months preceding the survey.

Bullying also occurs under names. Various forms of hazing-including "initiation rites" perpetrated against new students or new members on a sports team-are nothing more than bullying. Same-gender and cross-gender sexual harassment in many cases also qualifies as bullying.

Who Is Hurt?

Bullying and harassment often interfere with learning. Acts of bullying usually occur away from the eyes of teachers or other responsible adults. Consequently, if perpetrators go unpunished, a climate of fear envelops the victims.

Victims can suffer far more than actual physical harm:

- Grades may suffer because attention is drawn away from learning.
- Fear may lead to absenteeism, truancy or dropping out.
- Victims may lose or fail to develop self-esteem, experience feelings of isolation and may become withdrawn and depressed.
- As students and later as adults, victims may be hesitant to take social, intellectual, emotional or vocational risks.
- If the problem persists, victims occasionally feel compelled to take drastic measures, such as vengeance in the form of fighting back, weapon-carrying or even suicide.
- Victims are more likely than non-victims to grow up being socially anxious and insecure, displaying more symptoms of depression than those who were not victimized as children.

Bystanders and peers of victims can be distracted from learning as well. They may:

- be afraid to associated with the victim for fear of lowering their own status or of retribution from the bully and becoming victims themselves;
- fear reporting bullying incidents because they do not want to be called a “snitch,” a “tattler” or an “informer”;
- experience feelings of guilt or helplessness for not standing up to the bully on behalf of their classmate;
- be drawn into bullying behavior by group pressure;
- feel unsafe, unable to take action or a loss of control.

Bullies themselves are also at risk for long-term negative outcomes. In one study, elementary students who perpetrated acts of bullying attended school less frequently and were more likely to drop out of school than other students. Several studies suggest that bullying in early childhood may be an early sign of the development of violent tendencies, delinquency and criminality.

A Comprehensive Approach

Bullying and the harm that it causes are seriously underestimated by many children and adults. Educators, parents and children concerned with violence prevention must also be concerned with the phenomenon of bullying and its link to other violent behaviors.

Research and experience suggest that comprehensive efforts that involve teachers and other school staff, students, parents and community members are likely to be more effective than purely classroom-based approaches. Identified by the Center for the Study and Prevention of Violence as one of 10 model violence prevention programs is that of Norwegian researcher Dan Olweus. The U.S. application of his comprehensive model program included the following core elements.

School-Level Interventions

- Administration of a student questionnaire to determine the nature and extent of bullying problems at school.

- Formation of a bullying prevention coordinating committee (a small group of energetic teachers, administrators, counselors and other school staff, who plan and monitor the school's activities).
- Teacher in-service days to review findings from the questionnaire, discuss problems of bullying, and plan the school's violence prevention efforts.
- School-wide events to launch the program (e.g., via school television or assemblies).
- Increased supervision in areas that are hot spots for bullying and violence at the school.
- Development of school-wide rules and sanctions against bullying.
- Development of a system to reinforce pro-social behavior (e.g., "Caught you Caring" initiatives).
- Parent involvement in school activities (e.g., highlighting the program at PTA meetings, school open houses, and special violence prevention programs; encouraging parents' participation in planning activities and school events).

Classroom Activities

- Regularly scheduled classroom meetings during which students and teachers engage in discussion, role-playing and artistic activities related to preventing bullying and other forms of violence among students.

Individual Interventions

- Immediate intervention by school staff in all bullying incidents.
- Involvement of parents of bullies and victims of bullying, where appropriate.
- Formation of "friendship groups" or other support for students who are victims of bullying.
- Involvement of school counselors or mental health professionals, where appropriate.

Community Activities

- Efforts to make the program known among a wide range of residents in the local community (e.g., convening meetings with leaders of the community to discuss the school's program and problems associated with bullying, encouraging local media coverage of the school's efforts, engaging student in efforts to discuss their school's program with informal leaders of the community).
- Involvement of community members in the school's anti-bullying activities (e.g., soliciting assistance from local business to support aspects of the program, involving community members in school district-wide "Bully-Free Day" events).
- Engaging community members, students, and school personnel in anti-bullying efforts within the community (e.g., introducing core program elements into summer church school classes).

Clearly, there is no "silver-bullet" for preventing bullying or other forms of violence at school. A comprehensive approach, such as this one, shows the most promise in helping to create a safe school environment that will help children to grow academically and socially. Before implementing any efforts to address bullying or other violence at school, school administrators should keep in mind that:

- Ideally, efforts should begin early-as children transition into kindergarten-and continue throughout a child's formal education;

- Effective programs require strong leadership and on-going commitment on the part of school personnel;
- Ongoing staff development and training are important to sustain programs;
- Programs should be culturally sensitive to student diversity issues and developmentally appropriate; and
- Parental and community involvement in the planning and execution of such programs is critical.

Following are suggested action steps, strategies and resources that school administrators, educators, students and parents can employ in an effort to stop bullying in schools.

Action Steps for School Administrators

- Assess the awareness and the scope of the bullying problem at your school through student and staff surveys.
- Closely supervise children on the playgrounds and in classrooms, hallways, rest rooms, cafeterias and other areas where bullying occurs in your school.
- Conduct school-wide assemblies and teacher/staff in-service training to raise awareness regarding the problem of bullying and to communicate a zero tolerance for such behavior.
- Post and publicize clear behavior standards, including rules against bullying, for all students. Consistently and fairly enforce such standards.
- Encourage parent participation by establishing on-campus parents' centers that recruit, coordinate and encourage parents to take part in the educational process and in volunteering to assist in school activities and projects.
- Establish a confidential reporting system that allows children to report victimization and that records the details of bullying incidents.
- Ensure that your school has all legally required policies and grievance procedures for sexual discrimination. Make these procedures known to parents and students.
- Receive and listen receptively to parents who report bullying. Establish procedures whereby such reports are investigated and resolved expeditiously at the school level in order to avoid perpetuating bullying.
- Develop strategies to reward students for positive, inclusive behavior.
- Provide school-wide and classroom activities that are designed to build self-esteem by spotlighting special talents, hobbies, interests and abilities of all students and that foster mutual understanding of and appreciation for differences in others.

Strategies for Classroom Teachers

- Provide students with opportunities to talk about bullying and enlist their support in defining bullying as unacceptable behavior.
- Involve students in establishing classroom rules against bullying. Such rules may include a commitment from the teacher to not "look the other way" when incidents involving bullying occur.
- Provide classroom activities and discussions related to bullying and violence, including the harm that they cause and strategies to reduce them.
- Develop a classroom action plan to ensure that students know what to do when they observe a bully/victim confrontation.

- Teach cooperation by assigning projects that require collaboration. Such cooperation teaches students how to compromise and how to assert without demanding. Take care to vary grouping of participants and to monitor the treatment of participants in each group.
- Take immediate action when bullying is observed. All teachers and school staff must let children know that they care and will not allow anyone to be mistreated. By taking immediate action and dealing directly with the bully, adults support both the victim and the witnesses.
- Confront bullies in private. Challenging a bully in front of his/her peers may actually enhance his/her status and lead to further aggression.
- Notify the parents of both victims and bullies when a confrontation occurs, and seek to resolve the problem expeditiously at school.
- Refer both victims and aggressors to counseling when-ever appropriate.
- Provide protection for bullying victims, whenever necessary. Such protection may include creating a buddy system whereby students have a particular friend or older buddy on whom they can depend and with whom they share class schedule information and plans for the school day.
- Listen receptively to parents who report bullying and investigate reported circumstances so that immediate and appropriate school action may be taken.
- Avoid attempts to mediate a bullying situation. The difference in power between victims and bullies may cause victims to feel further victimized by the process or believe that they are somehow at fault.

Strategies for Students

Students may not know what to do when they observe a classmate being bullied or experience such victimization themselves. Classroom discussions and activities may help students develop a variety of appropriate actions they can take when they witness or experience such victimization. For instance, depending on the situation and their own level of comfort, students can:

- seek immediate help from an adult;
- report bullying/victimization incidents to school personnel;
- speak up and/or offer support to the victim when they see him/her being bullied-for example, picking up the victim's books and handing them to him or her;
- privately support those being hurt with words of kindness or condolence;
- express disapproval of bullying behavior by not joining in the laughter, teasing or spreading of rumors or gossip; and
- attempt to defuse problem situations either single-handedly or in a group-for example, by taking the bully aside and asking him/her to "cool it."

Strategies for Parents

The best protection parents can offer their children who are involved in a bully/victim conflict is to foster their child's confidence and independence and to be willing to take action when needed. The following suggestions are offered to help parents identify appropriate responses to conflict experienced by their children at school:

- Be careful not to convey to a child who is being victimized that something is wrong with him/her or that he/she deserves such treatment. When a child is subjected to abuse from

his or her peers, it is not fair to fault the child's social skills. Respect is a basic right: All children are entitled to courteous and respectful treatment. Convince your child that he or she is not at fault and that the bully's behavior is the source of the problem.

- It is appropriate to call the school if your child is involved in a conflict as either a victim or a bully. Work collaboratively with school personnel to address the problem. Keep records of incidents so that you can be specific in your discussion with school personnel about your child's experiences at school.
 - You may wish to arrange a conference with a teacher, principal or counselor. School personnel may be able to offer some practical advice to help you and your child. They may also be able to intervene directly with each of the participants. School personnel may have observed the conflict firsthand and may be able to corroborate your child's version of the incident, making it harder for the bully or the bully's parents to deny its authenticity.
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- While it is often important to talk with the bully or his/her parents, be careful in your approach. Speaking directly to the bully may signal to the bully that your child is a weakling. Speaking with the parents of a bully may not accomplish anything since lack of parental involvement in the child's life is a typical characteristic of parents of bullies. Parents of bullies may also fail to see anything wrong with bullying, equating it to "standing up for oneself."
 - Offer support to your child but do not encourage dependence on you. Rescuing your child from challenges or assuming responsibility yourself when things are not going well does not teach your child independence. The more choices a child has to make, the more he or she develops independence, and independence can contribute to self-confidence.
 - Do not encourage your child to be aggressive or to strike back. Chances are that it is not his or her nature to do so. Rather, teach your child to be assertive. A bully often is looking for an indication that his/her threats and intimidation are working. Tears or passive acceptance only reinforces the bully's behavior. A child who does not respond as the bully desires is not likely to be chosen as a victim. For example, children can be taught to respond to aggression with humor and assertions rather than acquiescence.
 - Be patient. Conflict between children more than likely will not be resolved overnight. Be prepared to spend time with your child, encouraging your child to develop new interests or strengthen existing talents and skills that will help develop and improve his/her self-esteem. Also help your child to develop new or bolster existing friendships. Friends often serve as buffers to bullying.
 - If the problem persists or escalates, you may need to seek an attorney's help or contact local law enforcement officials. Bullying or acts of bullying should not be tolerated in the school or the community. Students should not have to tolerate bullying at school any more than adults would tolerate such situations at work.

Classroom Resources

Both bullies and their victims need help in learning new ways to get along in school. Children need to learn about gaining, using and abusing power and about the differences between negotiating and demanding. They must also learn to consider the needs, behaviors and feelings of others. Curriculum developers and publishers now offer a variety of prevention/intervention materials to eliminate bullying and other forms of personal conflict from school life. Curricula

such as those listed below are examples of tools that may be used as *part* of a comprehensive approach to bullying:

- *No Bullying.* This Johnson Institute curriculum, first implemented during the 1996-97 school year in schools across the country, describes the tell-or-tattle dilemma facing many victims of bullying. Teachers are given step-by-step guidelines on how to teach students the difference between telling and tattling. Teachers are also shown how to establish and use immediate consequences when dealing with bullies.
- *Bully-Proofing Your School.* This program, available from Sopris West, uses a comprehensive approach. Key elements include conflict resolution training for all staff members, social skills building for victims, positive leadership skills training for bullies, intervention techniques for those who neither bully nor are bullied and the development of parental support.
- *Quit It! A Teacher's Guide on Teasing and Bullying.* This guide by Merle Frosche, Barbara Sprung, and Nancy Mullin-Rindler with Nan Stein contains 10 lesson plans. Each lesson is divided into activities geared to the developmental needs of students in kindergarten through third grade. Class discussions, role plays, creative drawing and writing activities, physical games and exercises and connections to children's literature give children a vocabulary and a conceptual framework that allows them to understand the distinction between teasing and bullying.
- *Second Step.* The Committee for Children's Second Step curriculum teaches positive social skills to children and families, including skill building in empathy, impulse control, problem solving and anger management. Initial evaluations of Second Step indicate that second and third grade students engaged in more pro-social behavior and decreased physically aggressive behavior after participating in the program.
- *"Bullying."* This video and accompanying teacher's guide (produced by South Carolina's Educational Television in collaboration with the Institute for Families in Society at the University of South Carolina) contains five lesson plans that incorporate classroom discussions, role-playing and artistic exercises. It is appropriate for older elementary and middle-school students.

In the effort to make schools and communities safer, educators, parents and concerned citizens are encouraged to support school-wide programs that address bullying. As part of this school-wide effort, adults-including bus drivers, playground supervisors, hall monitors, security officers, cafeteria workers, maintenance personnel, clerical staff, teachers, parent volunteers, counselors and administrators-must present a united front that communicates to all students that bullying will not be tolerated at school.