

Comprehensive School Safety Plan

2026-27 School Year

School: Parkfield Elementary, Shandon Elementary, Shandon High
CDS Code: 40688330000000
District: Shandon Joint Unified School District
Address: 101 S. 1st St
Shandon, CA 93461
Date of Adoption: October 13, 2026
Date of Update:
Date of Review:
- with Staff October 7, 2026
- with Law Enforcement October 7, 2026
- with Fire Authority October 8, 2026

Approved by:

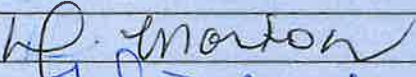
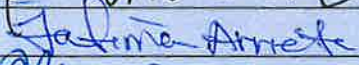
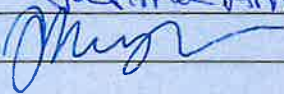
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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at www.shandonschools.org.

Safety Plan Vision

The Shandon Joint Unified School District (SJUSD) is committed to creating safe, respectful, and inclusive environments where all community members work together to promote academic excellence, civil behaviors, and social competence. All staff, students and parents help create safe schools.

Components of the Comprehensive School Safety Plan (EC 32281)

Parkfield Elementary, Shandon Elementary, Shandon High Safety Committee

The Shandon Elementary and Shandon High School's Site Councils delegated the duty of the creation of the comprehensive school safety plan to a district safety team. The safety team worked and met October 2025 to update the CSSP. The team will continue to meet regularly to be best prepared district-wide.

The 2026-27 SJUSD District Safety Team includes:

- Kristina Benson, Ed.D. – SJUSD Superintendent/SHS Principal
- Kim Rendon - District Utility Lead in Maintenance, Operations and Transportation; classified staff
- Deanna Morton - SHS Teacher; certificated staff
- Fatima Arrieta – SHS Executive Administrative Assistant and SES Parent
- Jessica Dugan – SLO Sheriff's Deputy, School Resource Officer; local law enforcement
- Capt. Newby and/or Roe - Cal Fire, local fire department
- Holly Lynch – SLOCOE/District Nurse

Throughout the planning process, the members of the district safety team shared and reviewed with law enforcement and fire department updates made to the plan and took advice and considerations. Safety stakeholder input was also gathered through our continuous improvement process.

The 2025-26 CSSP was adopted October 21st, 2025 and will be reviewed and approved yearly. This is a working document and subject to revisions as applicable.

Assessment of School Safety

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. The Superintendent or designee shall also develop and maintain emergency plans for each school site. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators. The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans. The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. School employees are considered disaster service workers and are subject to disaster service activities assigned to them. The Safety Team reviews data regarding school safety collected from the most recent years.

Office Referrals

- School sites regularly review student referrals. Students, location, time, days are all analyzed to create a needs assessment. Office referrals are for minimal offenses and not crime related. School sites follow PBIS and progressive discipline strategies for implementing by both staff and students positive school climates.

Attendance rates/School attendance

- District-wide chronic absenteeism remained high for the 2025-26 school year. This number is indicative of many California districts; post-Covid efforts to improve absenteeism are ongoing.

Suspension/Expulsion data

- District-wide maintained a 5.8% student suspension rate and maintained under 2.3% expulsion rate. The district utilizes multiple strategies district-wide to promote a positive school climate and implementation by staff and students.

California Healthy Kids Survey

- Data from 2024-25
- 62% of 9th graders reported high school connectedness
- 74% of 11th graders reported high academic motivation
- 77% of 9th graders reported high expectations
- 64% of 9th graders reported perceiving school as very safe or safe

School Improvement Plan

- The district recently made improvements for school safety. These include a front door doorbell process for visitors wanting to enter campuses, updates to facilities includes gates and perimeters and tightening up practices during mornings arrival and afternoon dismissals, and safety tinting of the front office windows.

Local law enforcement juvenile crime data

- N/A no data available or crimes committed.

Property Damage data

- N/A no property damage due to crime related.

Other local measures on sense of safety and school connectedness

- Areas of Pride
 - o 97% of parents mostly agree that our schools provide a safe learning environment.
 - o 100% of staff feel there is adequate counseling and support services.
 - o 96.95% of Students reported feeling safe at school most of the time.
- Areas of Concern
 - o 89% of high school staff feel vaping is a moderate/severe problem.
 - o 51% of high school staff feel we could do better teaching anti-bullying.

The district school safety committee will share drafts of the Comprehensive School Safety Plan with both SHS & SES school site councils and staff in 2025-2026 for feedback and consideration.

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

Emergencies and Disaster Preparedness Plan Components of the Plan

The Superintendent or designee shall ensure that district and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

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

1. Regular inspection of school facilities and equipment and identification of risks
2. Instruction and practice for students and employees regarding emergency plans, including:
 - a. Training of staff in first aid and cardiopulmonary resuscitation
 - b. Regular practice of emergency procedures by students and staff
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
 - b. Individuals responsible for specific duties
 - c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
 - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
 - e. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security, including:
 - a. Identification of areas of responsibility for supervision of students
 - b. Procedures for evacuation of students and staff, including posting of evacuation routes
 - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
 - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
 - e. Provision of a first aid kit to each classroom
 - f. Arrangements for students and staff with special needs
 - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
5. Closure of schools, including an analysis of:
 - a. The impact on student learning and methods to ensure continuity of instruction
 - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
6. Communication among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency, including:
 - a. Identification of spokesperson(s)- Dr. Kristina Benson/Shannon Kepins
 - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites – District Office
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand- District Office
 - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians- Website and Social Media
7. Cooperation with other state and local agencies, including:
 - a. Development of guidelines for law enforcement involvement and intervention
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department

to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

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

- a. Inspection of school facilities- MOT
- b. Provision of mental health services for students and staff, as needed

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

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

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reporting Procedures

Initial Telephone Report: Make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

Child Welfare Services
3433 S Higuera St
San Luis Obispo, CA 93401

(805) 781-5497

Written Report: Prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572).

Child Abuse and Reporting – AR 5141.4 (Board adopted March 2020) Definitions

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

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6) (cf. 3515.3 - District Police/Security Department)

An injury resulting from the exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001) (cf. 5144 - Discipline)

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

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting

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

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

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

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11166)

Child Welfare Services

3433 S Higuera St
San Luis Obispo, CA 93401
(805) 781-5437

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

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

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

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a

mandated reporter

b. The child's name and address, present location and, where applicable, school, grade, and class

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

Disaster Plan

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Fallen Aircraft

Aircraft can fall on schools near airports or in-flight paths.

1. Warning:

- a. The engine of an aircraft may sputter or explode prior to the aircraft falling.
- b. The aircraft will give no warning before falling.

2. Action: if an aircraft falls on a portion of the school, the following will be accomplished:

- a. Staff will evacuate students from buildings as per fire drill to safe area.
- b. All students and staff will be kept at a safe distance, up wind, allowing for possible explosion. (Note: in case of a jet aircraft, minimum safe distance is 400 yards.)
- c. School office will immediately notify:

Fire Department 911

Law Enforcement Agency 911

District office (805) 238-0286

3. Action: if an aircraft falls near the school, the following will be accomplished:

- a. All students and staff will be kept at a safe distance, up wind, allowing for possible explosion. (Note: in case of jet aircraft, minimum safe distance is 400 yards)
- b. School office will immediately notify:

Fire Department 911

Law Enforcement Agency 911

District office (805) 238-0286

Animal Disturbance

- Keep staff and students indoors
- Call Animal Rescue and Control at (805) 781-4400 or 911

Armed Assault on Campus

An active shooter on campus involves one or more individuals on school grounds who is armed with a firearm and actively engages in killing or is attempting to kill people in a confined space or other populated area.

Upon first indication of an active shooter, personnel should immediately notify the school administrator. If in assessing the situation, you can safely EVACUATE, you should direct students to EVACUATE immediately. The next best option is to HIDE. If you are unable to safely evacuate the path of an active shooter your next option is to HIDE, avoid detection, and wait for law enforcement to arrive.

Lock all doors, cover all windows, stay away from windows, blockade doors with heavy furniture, remain low, silent, and still. If faced with an active shooter, FIGHT back. This is an extreme last resort. Act quickly and aggressively, throw items to distract, disorient, or disarm the shooter. Yell and wave your arms to startle the shooter.

The safety committee continues to re-evaluate procedures for conducting tactical response to criminal

incidents, including procedures related to individuals with guns on school campuses and at school-related functions. These proceeds can be found in site safety binders. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community. The safety committee has and will continue to consult with local law enforcement partners on developing and refining these procedures.

Biological or Chemical Release Hazardous Material Spill

A hazardous material spill may include one or more of the following: Natural gas leak,
Science lab spill,
Chemical release from a nearby facility,
A collision or accident involving a tank truck or railroad car, or
An unknown powder or substance received in a letter or package.

1. **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
 - a. First priority is students and staff safety, then the environment, and then property.
2. **Actions:**
 - a. Notify office immediately.
 - b. Office will notify fire/law enforcement agency and district office.
 - c. Determine the need to implement Action "Leave Building" (fire alarm).
 - d. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
 - e. Isolate, identify and get names of students and staff that could have been exposed or contaminated. f. Account for all students and staff.
 - g. Principal will direct other action as required in conjunction with fire/law enforcement.
 - h. Remain in designated area until contacted.
 - i. If Transportation related: Kim Rendon, to make necessary phone calls to reporting agencies.
 - j. Office Staff will make phone calls to Local Health Department: (805) 781-5500; SLO County Environmental Health Services: (805) 781-5544 if deemed appropriate/necessary.

Bomb Threat/ Threat Of violence Bomb Threat or "Suspicious Object/Device" Procedures OFF THE AIR! Do NOT text message Do NOT use walkie-talkies Do NOT use cell phones

1. If phone call, attempt to keep the caller on the line and complete form entitled "Bomb Threat Report" (see attached).
2. Call 911 - OFF THE AIR - DO NOT USE CELL PHONES, TEXT MESSAGE, OR USE WALK-TALKIES
3. Principal notifies (or assigns a designee to notify) assistant principals, campus supervisors, support staff, on campus childcare, and initiate district phone tree on a land-line
4. Intercom announcement, "Please do a quick visual 1-minute scan of your classroom or office for anything unusual." (A professional/law enforcement officer will decide if it is a bomb device or not) OR Written message for staff (see attached sample) to be sent to staff to search for anything unusual.

5. Follow the direction of law enforcement. They will search perimeter, public areas, roof, etc. and assist with crowd control. Have extra school maps available for law enforcement.
6. Secure campus perimeter.
7. Evacuate, if deemed necessary. Help students with disabilities. Teachers take roll sheets and office staff takes emergency cards to evacuation area.
8. Take roll and alert command center of any student not accounted for (telephone, intercom, walkie-talkie, and/or e-mail).
9. All clear will be signaled by Principal. Only law enforcement can authorize an all clear.
10. Principal debriefs staff, parents/community (Connect Ed message, etc), and students.
11. "Student Release Procedures" (only send students home before end of day if directed by Superintendent);
 - a. Use signs to designate "Request Student Pick-Up Area (or Gate)" and "Release Students Area (or Gate)".
 - b. Use signs to direct parents how to line up (e.g. alpha, grade levels, or room numbers).
 - c. Release younger students first.
 - d. Use "Student Emergency Release" form to document each student release and use "Emergency Cards" or AERIES "Contacts" printout to verify authorized adults who can pick up student. (RETAIN RECORDS)
 - e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

Bomb Threats – AR 3516.2

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent or designee.
3. The Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.

4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing

Board, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent or designee may provide crisis counseling for students and/or staff as needed.

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

Bus Disaster

Purpose: The purpose of this procedure is to provide a standardized approach in the management of school bus emergencies.

Procedure for Bus Driver:

1. Find a safe location.
2. Set parking brake, turn off the ignition switch.
3. Call dispatch by way of 2-way radio (driver, chaperone, student). Give location of incident, along with information about incident severity, injuries and hazards. This information should be passed on to the appropriate 911 Emergency Services (Police, Fire, Ambulance).
4. Request school district representative to location (Superintendent, Principal, Transportation Director).
5. Remain calm and reassure passengers.
6. Attend to the injured persons with guidance from 911 and Dispatch.
7. Use warning devices where applicable (Hazard Lights, Reflectors).
8. All passengers should remain in the bus unless fire or other hazardous conditions exist that warrant an evacuation.
9. At time of Event/Disaster, Director of MOT to make decision on central location, either Shandon High School/District Office or Shandon Elementary School Office, for Parents to pick up students depending on time of day, most accessible location. Parents will be notified via all available communication outlets.
10. Appropriate Office Staff to ensure students are picked up according to Emergency Contact information.

Disorderly Conduct

1. School Personnel to contact School Site Administration
2. Site Administration to respond and assess level of problem or threat.
3. Site Administration, or designated person, to contact authorities as necessary.

Earthquake Procedures:

1. The teacher, or staff member in authority, will implement Action "Drop Procedure".
- ? Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy

suspended light fixtures.

? Implement Action "Leave Building" when, in the judgment of the staff member, the earthquake is over and tremors have subsided. Implement Action "Leave Building" (fire alarm). Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.

? Maintain control of students. Do not run!

? Avoid touching electrical wires and metal objects such as chain link fences.

? Render first aid if necessary.

? Take roll and issue student name tags.

? If possible, school office will immediately notify appropriate agencies/offices as per fire drill.

? Do not return to building for any reason until they have been declared safe by authorized official(s).

2. The principal will determine the advisability or necessity of Action "Student Release". Prior approval must be obtained by the superintendent.

In school or on school grounds:

a. The staff member in authority implements Action "Drop – Take Cover".

b. The safest place is in the open. Stay there until the earthquake is over.

c. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas.

d. Do not run!

Follow procedures c) through i) under "Inside school building".

Earthquake Emergency Procedures – AR 3516.3

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. The Superintendent or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures.

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

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff

2. A drop procedure whereby each student and staff member take cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

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

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

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

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

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes. The Superintendent or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground. The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

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

The Superintendent and or MOT Director will assign personnel to turn off gas supply to each school site.

Earthquake While Indoors at School

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

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

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

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

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

Subsequent Emergency Procedures

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

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

A drop procedure (students and staff take cover) practice must be held once each quarter in elementary; one each semester in secondary

- Protective measures to be taken before, during, and after an earthquake
- A program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures

Explosion or Risk of Explosion

1. Call Emergency personnel.
2. Notify Superintendent, Maintenance, and Principal.
3. Students informed via intercom to duck and cover under a sturdy desk and to remain in classroom.
4. Director of Maintenance and/or Administration to check for fire and other hazards.
5. Evacuate the building when safe to do so.
6. Meet in designated area on campus field according to evacuation map.
7. Determine if a school site evacuation is needed in accordance with Fire Department.
8. Notify Parents through all available communication outlets.
9. If evacuation from campus deemed necessary:
 - a. All students and staff in the Shandon Joint Unified School District will evacuate to C.W. Crawford Park 101 W Centre St, Shandon, CA 93461

b. Due to the amount of staff and students, multiple bus trips would need to be made. It is imperative that all teachers are transported on the initial trip. Administration will supervise any remaining students at either SHS or SES campus until all students have been loaded on the bus for travel home.

c. Once arriving at to C.W. Crawford Park, Homeroom teachers (SHS) and Primary Teachers (SES) will line up with applicable students. Each teacher will have a Class Roster organized by Teacher Name, Student Name, Parent Name and Contact Information.

d. All teachers will be responsible for releasing their students to the appropriate Parent/Guardian.

Fire in Surrounding Area

Fire near School

- a. Determine the need to implement Action "Leave Building",
- b. Determine the need to implement Action "Directed Transportation",
- c. Maintain control of students at the designated area,
- d. Maintain a safe distance from the fire and the firefighting equipment, e. Account for all students,
- f. Stay with students, keeping them together,
- g. Wait for an all clear announcement.

Fire on School Grounds

Fires can occur at school sites due to the following:

Sources of ignition near flammable and combustible materials,

Overloaded electrical circuits,

Wildfires spreading onto school sites from neighboring areas, Or lightening.

1. Warning: fire alarm
2. Action: Fire at School:
 - a. Sound the fire alarm. This will automatically implement Action "Leave Building",
 - b. Maintain control of students at the designated area,
 - c. Maintain a safe distance from the fire and the firefighting equipment, d. Account for all students,
 - e. Stay with students, keeping them together.
 - f. Wait for an all clear announcement.

Fire Drills and Fires – AR 3516.1

Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month.

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level.

- i. The principal shall notify staff as to the schedule for fire drills.
- ii. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
- iii. Teachers shall ascertain that no student remains in the building.
- iv. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- v. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires

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

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system.
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and aid any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and aid any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Flooding

Flood or Tsunami

Flooding on a school site may be caused by heavy rain, failure of a dam, or for coastal sites, a tsunami.

1. Warning: Method:

direct communication with principal or designee.

How Received:

by telephone or notification from civil agency or district administrator.

2. The extent of the flood or tsunami and the estimated time before it arrives will dictate the course of action to be taken. The principal may initiate the following emergency actions:

Execute Action "Leave Building" (fire alarm), or

Execute Action "Student Release", or

Execute Action "Directed Transportation", or

Provide care for students at school.

Loss or Failure Of Utilities

1. District Superintendent notified of potential loss of power by either PG&E and/or Gas Company.

2. District Superintendent notifies all Staff of potential loss of power.

3. District Office notifies all Parents/Guardians of potential loss of power through Parent Square via email or text message.

4. Identify emergency exit lights in building if needed to evacuate.

5. District Office updates all staff, parents/guardians of actual loss of power and decision to be made regarding School Cancellation/Closure. Cancellation of school will be required if utilities failure is prolonged and will be determined by the Superintendent.

6. If school closure occurs, parents will be notified utilizing all available communication outlets according to Emergency Contact

Information

7. Parents/Guardians who pick up will be asked to do so within 30 minutes of initial contact made. All students who ride the bus will be taken and distributed among designated bus stops.

Motor Vehicle Crash

1. School Personnel to contact School Site Administration
2. Site Administration to respond and assess level of problem or threat.
3. Site Administration, or designated person, to contact authorities as necessary.

Psychological Trauma

1. Administration announce traumatic event to staff members
 - Staff members shall have proper information regarding the traumatic event in order to answer questions, debunk rumors, and provide comfort to students.
2. Psychologist, counselor, and comfort team gather to provide counseling/comfort
 - Support team shall be prepared to answer students' questions with fact-based information provided by law enforcement and/or family.
 - Support team shall provide a safe/comfortable area for students to grieve/work through psychological trauma by talking, crying, coloring, writing, etc. water
3. School Site Administration announce (school-wide) event in a "news release" fashion.
 - Police Departments will provide a news release to the school and/or media. This information can be shared with students.
 - Information provided to students should be fact-based.
4. School Site Administration announce that support will be provided in Room ____, "If you feel anxious, upset, or would like to talk we have support in room ____, please notify your teacher and they will excuse you".
 - Support staff will be available all day, however students will be asked to go back to class when they are feeling better.
5. Parents will be contacted to pick up their student in the event the student is having an intense emotional reaction/does not feel safe at school/or begins to have traumatic thoughts.
 - Support staff will counsel, and provide emotional support. However, if the student is inconsolable, has feelings of hurting themselves or others, or feels their safety is at risk, parents will be called to pick up their student.
6. Continued counseling regarding traumatic event:
 - School Psychologist will be available for lingering emotional students.
 - If the students continue to struggle for a prolonged period of time, or have an intense emotional reaction they will be referred to licensed counselors outside of the district.
 - Additional staff support may come from school nurse, coaches, athletic directors and other positions.

Suspected Contamination of Food or Water

1. Notify Superintendent, Cafeteria Manager, and Principal.
2. Identify the contaminated food.
3. Determine if food was given to students/staff.
4. Notify parents about possible food contamination via all available outlets of communication.
5. Encourage persons with food poisoning symptoms to seek medical advice.
6. If staff and/or students exhibit symptoms that are severe or the effects of the ingestion of contamination appear to be widespread, Emergency Services to be contacted.
7. Keep food samples for Health Department to inspect.
8. Destroy contaminated food.

Unlawful Demonstration or Walkout

Civil Disturbance

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

1. Warning: The principal or designee will signal for a "Lockdown".
2. Action:
 - a. Follow principal's or designee's direction for possible "Lockdown".
 - b. Account for all students and staff.
 - c. Remain in classroom or designated areas until contacted.
 - d. Remain calm and reassuring.

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

The district will offer our schools for public shelter and equipment for mass care and welfare in case of a natural disaster or pandemic. This includes public agencies, including the American Red Cross. The district will work with local Emergency Response Teams.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The SJUSD 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.

Student Due Process

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

Alternative to Suspensions/Options

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

Whenever a student is suspended from class by a teacher 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 the class from which the student was suspended. (Education Code 48900.1)

Definitions

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, except where suspension for a first offense is warranted in accordance with law. (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 shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

Notification to Law Enforcement

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify law enforcement within 1 school day after suspension of the following student violations (Penal Codes 626.9 and 626.10):

Education Code 48900(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind.

Education Code 48900(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then either sold, delivered or otherwise furnished anything in lieu of it and represented the replacement as a controlled substance, alcoholic beverage or intoxicant.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance. In addition, law enforcement authorities shall be notified regarding any acts by students or non-students regarding the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Parent Notification of Regulations

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

Suspensions and Expulsion/Due Process – BP 5144.1 (Board adopted December 2016)

(For more information related to suspension/expulsion policies, please refer to AR 5144.1 and 5144.2)

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

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

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (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 shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

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

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)

Supervised Suspension Classroom

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

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 suspended from a class by a teacher 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 the class from which the student was suspended. (Education Code 48900.1)

Before requiring parental attendance, the teacher shall 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)

When a teacher requires parental attendance, the principal shall send a written notice to the parent/guardian stating that his/her attendance is pursuant to law. (Education Code 48900.1)

The notice shall specify that the attendance may be on either the date the student is scheduled to return to class or within one week thereafter.

A parent/guardian who has received a written notice shall attend class as specified in the notice. 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 principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian 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. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Decision Not to Enforce Expulsion Order

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

The SJUSD also has policies and procedures aimed at the prevention of bullying. BP 5131.2

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

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

(cf. 5131 - Conduct) (cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 0420 - School Plans/Site Councils) (cf. 0450 - Comprehensive Safety Plan) (cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 6020 - Parent Involvement)

Bullying Prevention

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

(cf. 5137 - Positive School Climate)

(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 6163.4 - Student Use of Technology)

(cf. 6142.8 - Comprehensive Health Education) (cf. 6142.94 - History-Social Science Instruction)

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

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

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

Intervention

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

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

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

Complaints and Investigation

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

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

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

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

Discipline

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

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference: EDUCATION CODE

200-262.4 Prohibition of discrimination 32282 Comprehensive safety plan
35181 Governing board policy on responsibilities of students 35291-35291.5
Rules 48900-48925 Suspension or expulsion 48985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor 647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate) COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094 Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources: CSBA PUBLICATIONS

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

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

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

(Pursuant to Education Code 49079)

The district shall inform the principal/teachers annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

Education Code 48900 subdivision [except subdivision (h)]

Education Code 48900.2 (sexual harassment)

Education Code 48900.3 (hate violence)

Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation) Education Code 48900.7 (terrorist threat)

The principal/teacher shall keep this information in confidence and must not further disseminate.

The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing them with necessary assistance and support when emergency situations occur.

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

Notification of Dangerous Pupils – BP 4158

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

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. The Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace. In addition, the Superintendent or designee may initiate legal proceedings against any individual to recover damages for injury caused by the willful misconduct of that individual to the person or property of an employee or another person on district premises.

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.

The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school

offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Employees may possess a pepper spray weapon that meets the requirements of Penal Code 12403.7 on school property and at school activities for their own safety. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

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

Student Harassment Policy

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

Submission to the conduct is explicitly or implicitly made as a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

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

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature.

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Complaint Process - If you feel you are a victim of harassment at school or a school related activity, immediately report the harassment to the Principal at your school. Harassment complaints may also be made to the Shandon Joint Unified S.D.

Superintendent or designee by telephoning (805) 238-0286. If you report harassment you will be protected from retaliation.

Investigation of complaints at school shall be promptly investigated by the principal or designee.

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence 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 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be considered. (Board Policy 5145.7 & E.C. 48989)

Sexual Harassment – AR 5145.7)

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

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

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

Unwelcome leering, sexual flirtations, or propositions
Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
Graphic verbal comments about an individual's body or overly personal conversation
Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
Spreading sexual rumors
Teasing or sexual remarks about students enrolled in a predominantly single-sex class
Massaging, grabbing, fondling, stroking, or brushing the body
Touching an individual's body or clothes in a sexual way
Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
Displaying sexually suggestive objects
Sexual assault, sexual battery, or sexual coercion

School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Non-Discrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Non-Discrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. Initiation of Investigation: The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student

who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place. When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may consider:

- a) Statements made by the persons identified above
- b) The details and consistency of each person's account
- c) Evidence of how the complaining student reacted to the incident
- d) Evidence of any past instances of harassment by the alleged harasser
- e) Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a) How the misconduct affected one or more students' education
- b) The type, frequency, and duration of the misconduct
- c) The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d) The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e) The size of the school, location of the incidents, and context in which they occurred
- f) Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension. The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment

which he/she knew was not true.

Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school websites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

Sexual Harassment – BP 5145.7

The Governing Board is committed to maintaining a safe school that is free from harassment and discrimination. 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 district complaint processes.

Instruction/Information

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

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

Complaint Process

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-sponsored or school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence 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 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be considered.

Confidentiality and Record-Keeping

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

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

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

Schoolwide Dress Code Prohibiting Gang Related Apparel

Education Code 35294.2 (f)

Gang-related apparel is defined as apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

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.

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

Safe Ingress/Egress Procedures

Safe Arrival/Departure Procedures

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal or designee and other school staff are strategically assigned to designated entrance areas and the playground. During recess, school staff supervises playground/hallway activity. Noon duty supervisors (plus cafeteria staff workers) monitor lunchtime activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal and school staff monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check-in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

Due to the COVID-19 pandemic, a separate COVID Safety Plan (CSP) has been developed, approved, and is available on the district website at www.shandonschools.org.

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

Goal

Create a Caring and Connected School Climate

Component:

People and Programs

Element:

LCAP Goal 4: SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness.

Opportunity for Improvement:

Shandon High School will create a caring and connected school climate.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.1 SJUSD will provide an educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.	Staff members attend school-provided staff development, including direction in restorative practices.	Staff Development Assemblies Student Services directed activities PBIS behavior expectations clearly defined (matrix)	School staff Administrator	Surveys, discipline data
1.2 Establish means to bridge cultural gaps and to create awareness within the school community.	Staff members attend school provided staff development and written materials on poverty issues. Related Activities: Positive Behavior Incentives	Staff Development Assemblies Community outreach for struggling families Resource guides	School Staff Administrator	Surveys
1.3 Encourage family participation at school.	Related Activities: Family Nights Grade Level Programs Carnival School Site Council Parent Nights Community Forums	ASB funding	School staff Administrator	Sign in sheets

Goal

Create a Physical Environment That Communicates Respect for Learning and for Individuals

Component:

Places

Element:

LCAP Goal 4: SJUSD will build a positive culture that focuses on student social emotional health and parent connectedness.

Opportunity for Improvement:

Shandon High School will create a physical environment that communicates respect for learning and individuals.

Objectives	Action Steps	Resources	Lead Person	Evaluation
2.1 All students and staff members are provided with a safe teaching and learning environment.	Related Activities: SJUSD will work closely with local law enforcement, community services and district administrators in responding to potential community threats to the safety of the students, staff, and families. SJUSD will maintain a clean and hazard-free environment for students and staff, and shall establish a mechanism for reporting needed maintenance. All staff are informed of policies and procedures for handling disasters and crises. Regular disaster, fire, and lockdown drills are conducted.	School and District disaster plans Community Disaster Plan Sheriff and Fire Department resources	Administrator Teachers	Emergency Drills Meeting Agendas

Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Parkfield Elementary, Shandon Elementary, Shandon High Student Conduct Code

The school rules and procedures were developed and adopted in accordance with California Education Code 35291.5. This documentation represents the collaborative efforts of teachers, parents, other school staff and administration. These rules and procedures are intended as guidelines for enhancing the instructional climate and personal safety. The district maintains a student discipline code with policies and procedures. Copies are available at the district office or on our website, www.rbgusd.k12.ca.us. You have a right to review the school rules regarding student discipline. If you wish to do so, please contact the district office or visit our website. Each School has a comprehensive Discipline Plan consisting of each teacher's discipline plan, office referral, and discipline procedures for treating persistent and/or serious problems including sexual harassment.

Conduct Code Procedures

Site-Level Rules

In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

Parents/guardians

Teachers

School administrators

School security personnel, if any

For middle and high schools, students enrolled in the school

Each school shall file a copy of its rules with the Superintendent or designee.

Each school shall review its site-level discipline rules at least every four years.

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

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary strategies may include, but are not limited to:

- * Discussion or conference between school staff and the student and his/her parents/guardians
- * Referral of the student to the school counselor or other school support service personnel for case management and counseling
- Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
- * When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
- * Enrollment in a program for teaching prosocial behavior or anger management
- * Participation in a restorative justice program
- * A positive behavior support approach with tiered interventions that occur during the school day on campus
- * After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
- * Detention after school hours as provided in the section below entitled "Detention After School"
- * Community service as provided in the section below entitled "Community Service". In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
- * Reassignment to an alternative educational environment
- * Suspension and expulsion in accordance with the law, Board policy, and administrative regulation

Community Service

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

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

Notice to Parents/Guardians and Students

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

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Discipline – BP 5144 (Revised December 2016)

The Governing Board desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The Superintendent or designee shall approve, for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

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

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

Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

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

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

At the beginning of every school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in each school in the immediately preceding school year and their effect on student learning in the school.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

Conduct Code Procedures

Conduct – BP 5131

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, going to or coming from school, at school activities, or using district transportation.

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board 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:

- * Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
 - * Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyber bullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
 - * Conduct that disrupts the orderly classroom or school environment
 - * Willful defiance of staff's authority
 - * Damage to or theft of property belonging to students, staff, or the district
 - * The district shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.
 - * Obscene acts or use of profane, vulgar, or abusive language
 - * Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
 - * Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose (Penal Code 417.27)
 - * Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal or designee.
 - * Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time
- Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other district employee, and at any other time directed by a district employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. 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 purposes related to the student's health. (Education Code 48901.5)
- * Plagiarism or dishonesty on school work or tests
 - * Inappropriate attire
 - * Tardiness or unexcused absence from school
 - * Failure to remain on school premises in accordance with school rules

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 an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12

Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a district employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

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

PBIS Core Beliefs

1. We can effectively teach appropriate behavior to all children. All PBIS practices are founded on the assumption and belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behavior. We then must determine the means and systems to

provide those resources.

2. Intervene early. It is best practice to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. Highly effective universal interventions in the early stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.
3. Use of a multi-tier model of service delivery. PBIS uses an efficient, needs-driven resource deployment system to match behavioral resources with student needs. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students, PBIS uses tiered models of service delivery.
4. Use research-based, scientifically validated interventions to the extent available. Every Student Succeeds Act requires the use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions provide our best opportunity at implementing strategies that will be effective for a large majority of students.
5. Monitor student progress to inform interventions. The only method to determine if a student is improving is to monitor the student's progress. The use of assessments that can be collected frequently and that are sensitive to small changes in student behavior is recommended. Determining the effectiveness (or lack of) an intervention early is important to maximize the impact of that intervention for the student.
6. Use data to make decisions. A data-based decision regarding student response to the interventions is central to PBIS practices. Decisions in PBIS practices are based on professional judgment informed directly by student office discipline referral data and performance data. This principle requires that ongoing data collection systems are in place and that resulting data are used to make informed behavioral intervention planning decisions.
7. Use assessment for three different purposes. In PBIS, three types of assessments are used: 1) screening of data comparison per day per month for total office discipline referrals, 2) diagnostic determination of data by time of day, problem behavior, and location and 3) progress monitoring to determine if the behavioral interventions are producing the desired effects.

(K) Hate Crime Reporting Procedures and Policies

Hate Crime Reporting Procedures

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Hate Motivated Behavior – BP 5145.9 (Board adopted April 2018)

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior. Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(J) Procedures to Prepare for Active Shooters

1. Prevention & Early Intervention

A. Behavioral Threat Assessment Team (BTAT)

- * Establish a multidisciplinary team (administrators, counselors, teachers, SROs).
- * Create formal processes for observing, reporting, and assessing concerning behaviors.
- * Maintain a confidential reporting system (anonymous tip line, online portal, etc.).
- * Provide annual training for staff on:
Warning signs of violent ideation.
De-escalation basics.
How to report concerns quickly and safely.

B. School Climate & Mental Health Supports

- * Promote a culture where students feel safe reporting concerns.
- * Ensure access to counseling, crisis intervention, and conflict mediation.
- * Implement anti-bullying programs and regular check-ins for at-risk students.

2. Facility Security Measures

A. Building Access Control

- * Keep all exterior doors locked during instructional hours.
- * Require visitor check-in with ID verification and badge issuance.
- * Ensure classroom doors can be locked from the inside (without requiring a key).

B. Surveillance & Environmental Design

- * Maintain working security cameras in entrances, hallways, and exterior areas.
- * Use clear window film to slow entry through glass doors.
- * Keep hallways and exterior sightlines clear and well-lit.

3. Communication Systems

A. Emergency Notification

- * Use a mass notification system capable of sending:
PA announcements
Text alerts

Email alerts

- * Pre-script emergency message templates for clarity and speed.

B. Internal Staff Communication

- * Equip staff with radios or a secure communication app where feasible.
- * Designate primary and backup personnel to initiate an alert.

4. Response Protocols: Schools will follow the ALICE response model.

A. ALERT

Purpose: Recognize and communicate the threat as early as possible.

- * Report any signs of danger immediately through the school's emergency alert system (PA, phone, radio, PANIC App or other digital alert).
- * Use plain language (e.g., "Active threat in the east hallway") rather than codes, when safe to do so.
- * Anyone who sees the threat can initiate an alert if district policy allows.
- * Continue to update information as long as it is safe.

B. LOCKDOWN (Enhanced Lockdown)

Purpose: Create barriers between occupants and a threat when evacuation is not safe.

- * Secure the classroom door quickly.
- * Turn off lights; cover interior windows if possible.
- * Move students to a location out of sight.
- * Silence phones; maintain quiet.
- * Prepare to evacuate if conditions change and a safe path becomes available.

C. INFORM

Purpose: Provide real-time, actionable information to help others make decisions.

- * Office personnel or designated staff relay ongoing updates via PA, messaging system, or radios when safe.
- * Share simple, accurate descriptions of:

Location of the threat

Direction of movement

Areas to avoid

- * Classroom occupants remain alert to new information that might change their response (e.g., shifting from lockdown to evacuation).

D. COUNTER (Last Resort Only)

Purpose: Interrupt or distract the intruder only if direct contact is unavoidable.

- * ALICE does not teach fighting; it teaches disruptive actions to increase chances of escape.
- * Staff may guide students in:

Purposeful movement (not remaining still)

Creating noise or distractions

Putting obstacles between themselves and the assailant

- * Used only when evacuation or hiding is no longer possible and the threat is physically present.

E. EVACUATE

Purpose: Move away from danger when the path is safe.

- * If the threat is not near your location, evacuate the building using the safest available route.
- * Move far away to a pre-designated rally or reunification point.
- * Leave belongings behind.
- * Assist students with mobility or special needs as safely as possible.

- * Call 911 if safe to do so once you are away from the building.

F. Post-Event Actions

After the "All Clear":

- * Follow reunification procedures with administration and law enforcement.
- * Account for all students.
- * Report injuries or missing individuals immediately.
- * Provide emotional support by activating crisis response teams and counselors.

5. Drills & Training

A. Age-Appropriate Drills

- * Conduct drills at least twice per year.
- * Avoid hyper-realistic simulations (no actors/weapons/screams).
- * Provide students with advance notice when appropriate.
- * Focus on decision-making and calm execution, not fear.

B. Staff Training

- * Annual training on lockdown/evacuation procedures.
- * Practice independent decision-making when communication is limited.
- * Provide substitute teachers with quick-reference guides.

6. Coordination With Law Enforcement & First Responders

- * Provide local agencies with updated floor plans annually.
- * Conduct joint exercises (not hyper-realistic walkthroughs).
- * Establish a clear chain of command during emergencies.
- * Pre-designate reunification sites and traffic routes.

7. Post-Incident Procedures

- * Establish a reunification plan for students and families, including check-in and tracking.
- * Provide immediate and long-term counseling for students, families, and staff.
- * Conduct a debrief with law enforcement and school leadership.
- * Update procedures based on lessons learned.

8. Documentation & Continuous Improvement

- * Review safety policies annually.
- * Maintain records of drills, trainings, and maintenance for safety equipment.
- * Conduct periodic risk assessments with security professionals.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The SJUSD also has policies and procedures aimed at the prevention of bullying. BP 5131.2

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

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

(cf. 5131 - Conduct) (cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment) (cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 0420 - School Plans/Site Councils) (cf. 0450 - Comprehensive Safety Plan) (cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 6020 - Parent Involvement)

Bullying Prevention

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

(cf. 5137 - Positive School Climate)
(cf. 6164.2 - Guidance/Counseling Services)

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

(cf. 6163.4 - Student Use of Technology)
(cf. 6142.8 - Comprehensive Health Education) (cf. 6142.94 - History-Social Science Instruction)

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

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

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

Intervention

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

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

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

Complaints and Investigation

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

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

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

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

Discipline

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

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline)

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

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

Legal Reference: EDUCATION CODE

200-262.4 Prohibition of discrimination 32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students 35291-35291.5

Rules 48900-48925 Suspension or expulsion 48985 Translation of notices

PENAL CODE

647 Use of camera or other instrument to invade person's privacy; misdemeanor 647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate) COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094 Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources: CSBA PUBLICATIONS

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

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

Opioid Prevention and Life-Saving Response Procedures

1. Recognize the Signs of an Opioid Overdose

Immediate response is vital. Look for one or more of these symptoms:

- * Extreme sleepiness or inability to be awakened (loss of consciousness).
- * Slow, shallow, or no breathing.
- * Choking or gurgling sounds (may indicate a blocked airway).
- * Small, constricted "pinpoint" pupils.
- * Limp body.
- * Pale, blue, or cold skin, lips, or fingernails.
- * Non-responsive to shouting, shaking, or a sternal rub (rubbing knuckles hard on the chest bone).

Crucial Note: If you are unsure whether the symptoms are caused by an opioid overdose, administer naloxone anyway. Naloxone (Narcan) is safe to administer and has no negative effects on a person not experiencing an opioid overdose.

2. Emergency Response Steps

Follow these steps immediately:

Call for Help:

Call 9-1-1 immediately. Provide the exact address and location within the school facility.

Alert the School Office/Designated Staff (e.g., via radio, internal alert system) to retrieve the Opioid Overdose Response Kit and to guide paramedics to the scene.

Administer Naloxone (Opioid Antagonist):

Retrieve the naloxone (e.g., Narcan nasal spray) from its secure, easily accessible location (often stored with the AED).

Administer the first dose following the instructions on the box (typically in one nostril).

Place the person on their back, tilting the head back and lifting the chin ("Head Tilt Chin Lift") to open the airway.

Provide Rescue Breaths (If Trained and Necessary):

If the individual has low, slow, or disrupted breathing, begin rescue breaths using a rescue breathing barrier device (pocket mask or face shield).

Give two (2) rescue breaths (one second apart), checking that the chest rises.

Continue rescue breaths, one every five (5) seconds, for two minutes or until the individual begins breathing on their own.

Repeat Naloxone:

If the patient is still unresponsive and/or not breathing normally after 2 to 3 minutes, administer a second dose of naloxone in the other nostril.

Recovery Position & Monitoring:

Once the individual is breathing normally on their own, place them in the recovery position on their side to keep the airway clear.

Stay with the person until emergency medical services (EMS) arrive and take over.

3. Post-Incident Follow-Up

Medical Transport:

Ensure EMS transports the overdose victim to the emergency department for medical assessment, even if naloxone successfully reversed the overdose.

Notification:

Contact the parent/guardian of a student victim per school policy.

Documentation:

Complete a detailed Accident/Injury Report documenting the incident, the symptoms observed, the time and amount of naloxone administered, and the date and specific plan used to meet the overdose protocol mandate.

Review and Replenish:

Conduct a debriefing with all responding staff.

Immediately replace the used naloxone dose(s) and any other supplies from the Opioid Overdose Response Kit.

Provide substance use disorder resources to the victim and family, as appropriate.

Response Procedures for Dangerous, Violent, or Unlawful Activities

School Procedures for Responding to Dangerous, Violent, or Unlawful Activities

1. Purpose

The purpose of these procedures is to ensure a safe learning environment by establishing consistent methods for identifying, reporting, assessing, and responding to dangerous, violent, or unlawful activities on school grounds or at school-related events.

2. Scope

These procedures apply to:

- * All students, staff, volunteers, and visitors
- * All school property, school-sponsored activities, and school transportation
- * Threats or behaviors occurring on or off campus that may impact school safety

3. Definitions

- * Threat: Any expression or behavior indicating intent to cause harm to people, property, or the school community.
- * Dangerous or Violent Activity: Actions involving weapons, assault, fighting, intimidation, or credible threats of harm.
- * Unlawful Activity: Behavior that violates local, state, or federal law.
- * Anonymous Tip: A report submitted without identifying the reporting individual.

4. Reporting Safety Concerns and Threats

4.1 Reporting Options

Students, staff, parents, and community members are encouraged to report safety concerns immediately using one or more of the following methods:

1. Anonymous Reporting System

- * Online reporting form or mobile app
- * Anonymous tip phone line
- * Text-based reporting option (if available)

2. Direct Reporting

- * Any trusted staff member
- * School administrator
- * School counselor, school psychologist or school resource officer (SRO)

3. Emergency Situations

- * Call 911 or local emergency services immediately if there is imminent danger

4.2 Confidentiality and Non-Retaliation

- * Reports will be handled confidentially to the extent permitted by law.
- * Retaliation against individuals who report concerns in good faith is strictly prohibited and subject to disciplinary action.

5. Multi-Disciplinary Threat Assessment Team (MDTAT)

5.1 Team Composition

Each school shall maintain a Multi-Disciplinary Threat Assessment Team, which may include:

- * District Superintendent (team lead)
- * School counselor or psychologist
- * Teacher representative
- * School nurse (as appropriate)
- * School Resource Officer or law enforcement liaison
- * District safety or mental health representative (as needed)

5.2 Roles and Responsibilities

The MDTAT is responsible for:

- * Reviewing reported threats or concerning behaviors
- * Conducting structured threat assessments
- * Determining level of risk (low, moderate, high, imminent)
- * Developing intervention and management plans
- * Coordinating with law enforcement, mental health providers, and child welfare agencies when necessary
- * Monitoring and documenting outcomes

6. Threat Assessment Process

6.1 Identification

Threats may be identified through:

- * Anonymous tips
- * Staff or student reports
- * Observed behavior
- * Social media monitoring (when legally permitted)
- * Law enforcement notifications

6.2 Assessment

Upon receiving a report:

1. Immediate Safety Review

- * Determine if there is imminent danger
- * Initiate emergency response if required

2. Information Gathering

- * Interview relevant individuals
- * Review academic, behavioral, and disciplinary records
- * Assess access to means (e.g., weapons)

3. Risk Determination

- * Transient threat (expression without intent)
- * Substantive threat (credible intent or capability)

6.3 Response and Intervention

Based on risk level, actions may include:

- * Increased supervision
- * Counseling or mental health referral
- * Behavioral intervention plans
- * Parent/guardian notification
- * Law enforcement involvement
- * Temporary removal from campus when legally justified
- * Safety planning for targeted individuals

7. Response to Unlawful or Violent Acts

7.1 Immediate Actions

- * Secure the area and ensure student and staff safety
- * Contact emergency services and law enforcement
- * Follow lockdown, evacuation, or shelter-in-place protocols as appropriate

7.2 Post-Incident Actions

- * Notify district leadership
- * Provide support services for affected students and staff
- * Conduct incident review and documentation
- * Update safety plans if needed

8. Documentation and Recordkeeping

- * All reports, assessments, and actions shall be documented
- * Records will be stored securely and accessed only by authorized personnel
- * Documentation will comply with FERPA and applicable privacy laws

9. Training and Awareness

- * Annual training for staff on threat recognition and reporting procedures
- * Student education on how and why to report safety concerns
- * Regular review of anonymous reporting systems and procedures

10. Continuous Review

- * Procedures will be reviewed annually
- * MDTAT effectiveness will be evaluated using incident data and response outcomes
- * Updates will reflect changes in law, best practices, and community needs

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 4/28/2025 and adopted by Parkfield Elementary, Shandon Elementary, Shandon High on June 11, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Parkfield Elementary, Shandon Elementary, Shandon High will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- ✕ Short messaging service (SMS)
- ✕ Phone Calls
- ✕ Email
- ✕ School Portal
- ✕ Social Media
- ✕ Flyers
- ✕ Marque

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Shandon Joint Unified School District has a comprehensive emergency response plan that includes protocols for power loss, structural damage, and communication breakdowns. Monthly emergency drills help to ensure that all staff and students are ready in case of an emergency. The district has a water supply that is not dependent on electricity and all classrooms are stocked with flashlights, battery operated lanterns and medical supplies. Battery powered radios, mobile text messaging, hand delivered notes and social media updates are forms of alternative communication that can be used in an emergency situation. The school also has a message board posted outside the school office where information can be posted. Power outages can disable email servers, PA systems, and Wi-Fi, severely delaying messages between the school and parents or emergency personnel. Mobile networks can become overwhelmed during a disaster and two-way systems like live chats, app-based alerts, or phone trees may not function properly further reducing the likelihood of sending and receiving urgent messages. Under such circumstances, staff may have to rely on face-to-face communication, which is slower and less manageable during a large emergency.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

All staff members are trained and certified in first-aid, CPR and trauma informed practices. Staff members are assigned to emergency teams and have practiced these job duties during emergency drills. Teams include: student release, student supervision, search and rescue and first-aid. During and after an emergency, students will be observed for behavior changes such as withdrawal, aggression, hyperactivity and academic decline which may lead to referrals to in-house and local support agencies. The school will perform regular check-ins with families to assess home situations and needs. Needs assessments will be conducted through calls, texts, and brief forms and surveys. All social emotional, mental health and academic needs will be met in person as allowed and virtually if mandated to do so. Counselors, psychologists and crisis intervention teams will be available to students as needed and will create a safe space for students to express their feelings. Teachers and support staff will address academic concerns by modifying deadlines, providing in person, asynchronous and synchronous instruction and tutoring as needed to support student academic needs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Parkfield Elementary, Shandon Elementary, Shandon High will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Parkfield Elementary, Shandon Elementary, Shandon High remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Teachers will provide 2-4 hours of daily synchronous and asynchronous instruction so students can continue to make academic progress, work with specialized teachers and to meet with counselors for social emotional support. All remote learning will follow the approved curriculum and meet state standards. Digital textbooks, e-books, videos and interactive simulations will be utilized along with resources for English Learners, students with IEPs, and gifted and talented learners.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Digital devices, books and work packets will be distributed from a safe location as soon as it is safe to do so. Parents will be notified of the pick up time and location. The district will work with families to provide resources for internet providers and hotspots.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Grades K-2 will utilize Seesaw and grades 3-12 will utilize Google Classroom as their platforms for posting lessons, collecting assignments and providing feedback on schoolwork.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Parkfield Elementary, Shandon Elementary, Shandon High provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Shandon Joint Unified School District will work with San Luis Obispo County Office of Education and neighboring school districts to

temporarily reassign students to another school if deemed necessary after an emergency or natural disaster.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families will be provided with monthly newsletters, texts, phone calls, digital flyers, parent-teacher meetings, access to AERIES and their student's online learning platform to check on attendance, assignments and grades. Staff will receive daily updates, and weekly team meetings, texts, phone calls, emails and virtual meetings. Students will have morning announcements, and weekly posted digital bulletins.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

All staff will be trained on their learning platform, digital tools and remote pedagogy. Monthly PD sessions will be held to focus on instructional technology, student engagement strategies, SEL and supporting unduplicated populations.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Progress monitoring will be conducted through virtual classroom instruction, analysis of grades, attendance, and engagement.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

All students will have access to technology in the form of a Chromebook or other digital device along with internet access. Assistive technology may be offered such as screen readers, captioning, and translation tools for English learners and students with disabilities. Provide learning materials both digitally and physically (paper packets, and/or mailed resources) for students who might have intermittent internet.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEPs will need to be maintained and adapted for the distance learning environment. Specialized academic instruction will have to be scheduled so students can maintain their access to individualized help and work on attaining personal goals. Speech, occupational therapy and counseling will all be continued through teletherapy.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Small group or one-on-one virtual instruction will be utilized to provide designated ELD in alignment with California English Learner Roadmap Policy. In addition, assignments and directions will be provided in the family's primary language so families can assist their child with learning at home.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

In the event that we need to pivot to remote instruction and assessment, we will prioritize ongoing professional learning to ensure teachers are prepared to deliver high-quality, engaging virtual learning experiences. Key opportunities and resources include:
Technology Training: Staff will participate in workshops on digital platforms such as Google Classroom, Zoom, Microsoft Teams, and other learning management systems to facilitate seamless remote instruction. Instructional Design for:

Online Learning: Teachers will engage in professional development focused on best practices for online lesson planning, asynchronous learning, student engagement, and differentiation in a remote environment.

Assessment Strategies: Professional learning sessions will address remote assessment techniques, including formative assessment tools (e.g., Edpuzzle, Kahoot, Quizizz) and methods for authentic, project-based learning and standards-based grading online.

Social-Emotional Learning (SEL): Training will also focus on supporting students' well-being during remote learning through SEL strategies, virtual community building, and trauma-informed teaching practices.

Collaboration and Support: Teachers will have access to professional learning communities (PLCs), coaching support, and regular virtual collaboration sessions to share strategies, troubleshoot challenges, and refine their remote teaching practices.

On-Demand Resources: Access to a curated library of webinars, tutorials, and digital resource banks (such as ISTE, Edutopia, and state or district repositories) will ensure that educators have just-in-time support for emerging needs.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The district can provide a safe and confidential space for telehealth conferences and help connect families with clinics and health networks that serve the needs of the families. If the health professional does not speak the primary language of the family, the district may provide a multilingual staff member to help translate the family's needs during the telehealth conference. Information about health services will be provided in the family's primary language and can be sent through email, phone calls, text messages and flyers. Our community liaison would also be instrumental in getting information about services to the families.

Plans to provide access back-up, water and medicines in the event of an emergency.

In collaboration with our local health agency, we will offer vaccination clinics, testing kits and other essential necessities as provided.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

To comply with state mandates, the school district would supply food to the community during the school year and intercessions. Special education and counseling services would be provided in-person or virtually through small group or one on one sessions to meet educational and social emotional needs of the students.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

This plan was drafted by administration through strategic planning done during the COVID pandemic. The plan was then reviewed by other educational partners for input and revision.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Conditions that must be met prior to returning from disruption including reopening sites include: Passing a Structural Safety Inspection Utilities must be restored (Water, electricity, sewer, gas) Environmental Health and Safety (air quality, free of mold and hazardous materials) Emergency Systems must be functioning (fire alarms, communication systems) Approval from Authorities (Health Department, Building Authority, Fire Department, Police, School Board, etc.) Staff Preparedness (Staff must be trained or updated on any new procedures and mental health support should be in place for students and staff) Parent and Community Communication (Keep everyone informed about reopening plans, safety measures and any changes to schedules and operations) Contingency Plan (For hybrid models and flexible attendance and grading if needed)

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Parkfield Elementary, Shandon Elementary, Shandon High's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Parkfield Elementary, Shandon Elementary, Shandon High's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Yearly

Procedures for Immigration Enforcement Notification

Confirmation Protocol

1. Initial Encounter and Identification (School-Site Level)

Responsible Staff:

* Front Office Staff, Site Administrator, or Any Staff Member First Seeing Enforcement

Steps:

1. Require All Visitors to Register

* Any law enforcement officer, including immigration enforcement, must register with the principal or principal's designee upon entering school grounds during school hours. This includes providing name, agency, badge number, purpose of visit, and proof of identity.

2. Verify Identity and Purpose

* The principal or designee asks the officer to show credentials and the reason for their presence.

* Documentation shown (e.g., warrant, subpoena) should be photographed or copied for records. This does not limit the right of the LEA to consult with counsel or challenge the validity of a warrant, subpoena, or court order in a court of competent jurisdiction.

* Document the time and location on campus where enforcement is present.

3. Assess Whether Enforcement Has Been Confirmed

Confirmation occurs when:

* An immigration enforcement officer is physically present on campus, or

* A district employee reliably verifies the presence via direct observation, communication from law enforcement, or notification from a trusted third party (e.g., district office, school resource officer).

* Presence is not considered confirmed solely because someone mentions immigration enforcement unless the officer is directly identified at the site.

Once these verification steps are completed, the presence is confirmed for purposes of notification.

Identification & Documentation Review

Distinguishing Warrants

Legal Consultation

Mandatory State Reporting Protocol

DOJ Notification

Required Notification Recipients

Under California's SB 98 (2025–26 session) and related Education Code provisions, confirmation of immigration enforcement presence on a school site triggers notification requirements. Once confirmed:

1. The Superintendent or designee of a school district must notify:

- * All teachers and staff on the school site
- * Parents and guardians of enrolled students
- * Other school personnel

2. Notification Content Must Include

- * Date and time that immigration enforcement was confirmed on site
- * Specific location where enforcement was present on campus
- * Hyperlink or reference to:
The district's relevant policies
State guidance on immigration enforcement on school campuses
Rights and resources for families
(The notice must not include any personally identifiable information about any student or family.)

Notification Timing

The goal is timely dissemination to all required audiences once confirmation is complete.

1. Confirm enforcement presence 0-5 Minutes
2. Immediate safety assessment 10-15 Minutes
3. Prepare notification draft 15-30 minutes
4. Issue notification within 30-60 minutes

Safety and Well-being Standard

Safety and Legal Compliance

- * Evaluate whether notification at the moment would place staff or students at greater risk of panic or compromise operational safety
- * Consult district Superintendent and school resource officer or law enforcement
- * Follow established safety protocols during enforcement activity to ensure students are secure and aware of procedures.
- * Staff will be trained not to provide student records or access to enforcement without proper legal authority (e.g., valid judicial warrant).

Privacy Constraint

Privacy will be maintained and notifications will not include any personally identifiable information about any student or family.

Notification Methods

Delivery Methods

Notifications can be delivered through:

- * District mass communication systems (email, phone, text)
- * School or district communication platforms
- * School websites or physical postings, if appropriate

"Know Your Educational Rights" Distribution

Resource Provision (Optional but Encouraged)

Hyperlink to additional resources for families:

- * The district's relevant policies
- * State guidance on immigration enforcement on school campuses
- * Rights and resources for families
- * Counseling Services
- * County Support Agencies

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public and can be found in the district website: www.Shandonschools.org

State Guidance

Compliance with this plan aligns with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures Regarding Pupil Smartphone Use During Emergencies

The Governing Board recognizes that the use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, but could be disruptive of the instructional program in some circumstances. The Board permits limited use of mobile communication devices on campus in accordance with law and the following policy.

Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee.

1. Students may not use their phone during the school day unless they have permission from a staff member or in the case of an emergency, or in response to a perceived threat of danger.
2. Mobile communication devices shall be turned off during instructional time.

The superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to penal Code 1546.1.

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure. (cf. 5145.12 - Search and Seizure) (cf. 5145.2 - Freedom of Speech/Expression)

When a student uses a mobile communication device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

The Superintendent or designee shall inform students that the district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Adopted on 3/31/2020 and Updated on 09/09/2025

Summary: By July 1, 2026, the Governing board will develop, adopt, and update every five years a policy to limit or prohibit student use of smartphones while at a school site or under the supervision and control of district employee(s). The policy will be updated to add options which offer different approaches to regulating the use of smartphones and other mobile communication devices and clarify language related to the search of a student's personal electronic device. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.

2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Shandon Joint Unified School District students shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

Safety Plan Review, Evaluation and Amendment Procedures

Review and Evaluation:

- The CSSP must be evaluated and amended as needed and at least once each year, to ensure the plan is properly implemented.
- The School Site Council (SSC) or safety planning committee is responsible for regularly reviewing the plan. This process should include conducting regular safety/security site assessments.
- The SSC/Planning Committee must annually consult with a representative from a law enforcement agency, a fire department, and other first responders when updating the CSSP.

Amendment, Adoption, and Approval Timeline:

- Each school must review, update, and adopt its CSSP by March 1 every year.
- Before adopting the plan, the SSC/Planning Committee must present the school safety plan at a public meeting at the school site that allows for public opinions. The community should be notified of this public meeting through various

modalities (email, blogs, marquee, etc.).

- Once adopted, the plan must be submitted to the school district or County Office of Education (COE) for approval.
- The CSSP, and any updates made to the plan during the year, must be shared with the law enforcement agency, the fire department, and other first responder entities.
- Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with the requirements.

Emergency Contact Numbers

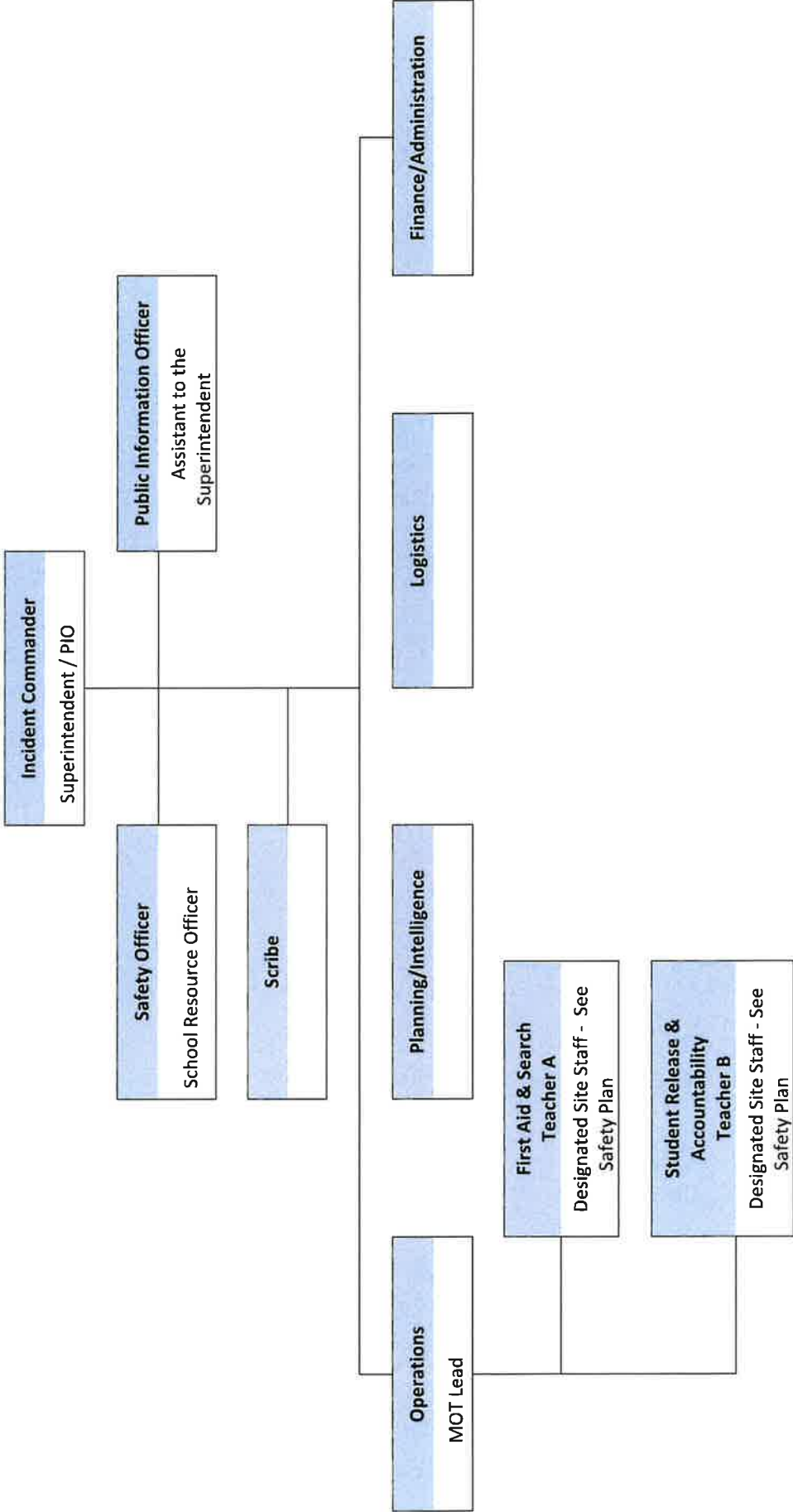
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	CAL Fire Department Station 51	911, (805) 238-4957 (non-emergency)	Capt. Rowe Station 51 Shandon
Law Enforcement/Fire/Paramedic	SLO County Sheriff's Department / Monterey County Sheriff	911, (805) 781-4550, (831) 385-8312	Templeton Station and King City Station
Law Enforcement/Fire/Paramedic	California Highway Patrol	911, (805) 434-1822 (831), 770-8000	Templeton Station and Salinas Station
Public Utilities	SPURR Utilities SoCal Gas Company	(800) 427-2200	(Southern CA. Gas Co.) JPA
Public Utilities	PG&E	(800) 468-4743	
Other	Water CSA-16	(805) 781-5288	
Other	SLO County Local Health Department	(805) 781-5500	
Other	SLO County Environmental Health Services	(805) 781-5544	
Other	SLO County Supt. Of Schools	(805) 543-7732	Dr. James Brescia/Dr. Joe Koski
Emergency Services	SLO County Animal Control	(805) 781-4400	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Team Meeting	Ongoing	
Meeting with Dr. Benson and K Rendon to discuss safety drills, staff safety training vendor, and other components of the CSSP.	Ongoing	
Email Correspondence and online collaboration between Safe Team Members to update the CSSP	Ongoing	
Safety Plan initial review by SHS site committee	Ongoing	
Read and Review Safety Plan document.	09/19/2026	
Safety Plan submitted to SJUSD School District Board for approval	10/13/2026	

Parkfield Elementary, Shandon Elementary, Shandon High Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Standardized Emergency Response Management System Overview

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

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Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Fallen Aircraft

Aircraft can fall on schools near airports or in-flight paths.

1. Warning:

- a. The engine of an aircraft may sputter or explode prior to the aircraft falling.
- b. The aircraft will give no warning before falling.

2. Action: if an aircraft falls on a portion of the school, the following will be accomplished:

- a. Staff will evacuate students from buildings as per fire drill to safe area.
- b. All students and staff will be kept at a safe distance, up wind, allowing for possible explosion. (Note: in case of a jet aircraft, minimum safe distance is 400 yards.)
- c. School office will immediately notify:

Fire Department 911

Law Enforcement Agency 911

District office (805) 238-0286

3. Action: if an aircraft falls near the school, the following will be accomplished:

- a. All students and staff will be kept at a safe distance, up wind, allowing for possible explosion. (Note: in case of jet aircraft, minimum safe distance is 400 yards)
- b. School office will immediately notify:

Fire Department 911

Law Enforcement Agency 911

District office (805) 238-0286

Animal Disturbance

Animal Disturbance

- Keep staff and students indoors
- Call Animal Rescue and Control at (805) 781-4400 or 911

Armed Assault on Campus

Armed Assault on Campus

An active shooter on campus involves one or more individuals on school grounds who is armed with a firearm and actively engages in killing or is attempting to kill people in a confined space or other populated area.

Upon first indication of an active shooter, personnel should immediately notify the school administrator. If in assessing the situation, you can safely EVACUATE, you should direct students to EVACUATE immediately. The next best option is to HIDE. If you are unable to safely evacuate the path of an active shooter your next option is to HIDE, avoid detection, and wait for law enforcement to arrive.

Lock all doors, cover all windows, stay away from windows, blockade doors with heavy furniture, remain low, silent, and still. If faced with an active shooter, FIGHT back. This is an extreme last resort. Act quickly and aggressively, throw items to distract, disorient, or disarm the shooter. Yell and wave your arms to startle the shooter.

The safety committee continues to re-evaluate procedures for conducting tactical response to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. These proceeds can be found in site safety binders. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community. The safety committee has and will continue to consult with local law enforcement partners on

developing and refining these procedures.

Biological or Chemical Release

Hazardous Material Spill

A hazardous material spill may include one or more of the following:

Natural gas leak

Science lab spill

Chemical release from a nearby facility

A collision or accident involving a tank truck or railroad car

An unknown powder or substance received in a letter or package

1. Warning: Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.

a. First priority is students and staff safety, then the environment, and then property.

2. Actions:

a. Notify office immediately.

b. Office will notify fire/law enforcement agency and district office.

c. Determine the need to implement Action "Leave Building" (fire alarm).

d. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.

e. Isolate, identify and get names of students and staff that could have been exposed or contaminated. f. Account for all students and staff.

g. Principal will direct other action as required in conjunction with fire/law enforcement.

h. Remain in designated area until contacted.

i. If Transportation related: Kim Rendon, to make necessary phone calls to reporting agencies.

j. Office Staff will make phone calls to Local Health Department: (805) 781-5500; SLO County Environmental Health Services: (805) 781-5544 if deemed appropriate/necessary.

Bomb Threat/ Threat Of violence

Bomb Threat or "Suspicious Object/Device" Procedures

OFF THE AIR!

Do NOT text message

Do NOT use walkie-talkies

Do NOT use cell phones

1. If phone call, attempt to keep the caller on the line and complete form entitled "Bomb Threat Report" (see attached).

2. Call 911 - OFF THE AIR - DO NOT USE CELL PHONES, TEXT MESSAGE, OR USE WALK-TALKIES

3. Principal notifies (or assigns a designee to notify) assistant principals, campus supervisors, support staff, on campus childcare, and initiate district phone tree on a land-line

4. Intercom announcement, "Please do a quick visual 1-minute scan of your classroom or office for anything unusual." (A professional/law enforcement officer will decide if it is a bomb device or not) OR Written message for staff (see attached sample) to be sent to staff to search for anything unusual.

5. Follow the direction of law enforcement. They will search perimeter, public areas, roof, etc. and assist with crowd control. Have extra school maps available for law enforcement.

6. Secure campus perimeter.

7. Evacuate, if deemed necessary. Help students with disabilities. Teachers take roll sheets and office staff takes emergency cards to evacuation area.

8. Take roll and alert command center of any student not accounted for (telephone, intercom, walkie-talkie, and/or e-mail).

9. All clear will be signaled by Principal. Only law enforcement can authorize an all clear.

10. Principal debriefs staff, parents/community (Connect Ed message, etc), and students.

11. "Student Release Procedures" (only send students home before end of day if directed by Superintendent);

- a. Use signs to designate "Request Student Pick-Up Area (or Gate)" and "Release Students Area (or Gate)".
- b. Use signs to direct parents how to line up (e.g. alpha, grade levels, or room numbers).
- c. Release younger students first.
- d. Use "Student Emergency Release" form to document each student release and use "Emergency Cards" or AERIES "Contacts" printout to verify authorized adults who can pick up student. (RETAIN RECORDS)
- e. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

Bomb Threats – AR 3516.2

To maintain a safe and secure environment for district students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.

If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent or designee.
3. The Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.

No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.

To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Governing

Board, other governmental agencies, and the media during the period of the incident.

Following the incident, the Superintendent or designee may provide crisis counseling for students and/or staff as needed.

Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

Bus Disaster

Purpose: The purpose of this procedure is to provide a standardized approach in the management of school bus emergencies.

Procedure for Bus Driver:

1. Find a safe location.
2. Set parking brake, turn off the ignition switch.
3. Call dispatch by way of 2-way radio (driver, chaperone, student). Give location of incident, along with information about incident

severity, injuries and hazards. This information should be passed on to the appropriate 911 Emergency Services (Police, Fire, Ambulance).

4. Request school district representative to location (Superintendent, Principal, Transportation Director).
5. Remain calm and reassure passengers.
6. Attend to the injured persons with guidance from 911 and Dispatch.
7. Use warning devices where applicable (Hazard Lights, Reflectors).
8. All passengers should remain in the bus unless fire or other hazardous conditions exist that warrant an evacuation.
9. At time of Event/Disaster, Director of MOT to make decision on central location, either Shandon High School/District Office or Shandon Elementary School Office, for Parents to pick up students depending on time of day, most accessible location. Parents will be notified via all available communication outlets.
10. Appropriate Office Staff to ensure students are picked up according to Emergency Contact information.

Cardiac Arrest

1. Call 911
2. Start CPR
3. Use AED
4. Control scene
5. Transfer to EMS
6. Document and follow up

Disorderly Conduct

Disorderly Conduct

1. School Personnel to contact School Site Administration
2. Site Administration to respond and assess level of problem or threat.
3. Site Administration, or designated person, to contact authorities as necessary.

Earthquake

Earthquake Procedures:

1. The teacher, or staff member in authority, will implement Action "Drop Procedure".
 - ? Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
 - ? Implement Action "Leave Building" when, in the judgment of the staff member, the earthquake is over and tremors have subsided. Implement Action "Leave Building" (fire alarm). Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
 - ? Maintain control of students. Do not run!
 - ? Avoid touching electrical wires and metal objects such as chain link fences.
 - ? Render first aid if necessary.
 - ? Take roll and issue student name tags.
 - ? If possible, school office will immediately notify appropriate agencies/offices as per fire drill.
 - ? Do not return to building for any reason until they have been declared safe by authorized official(s).
2. The principal will determine the advisability or necessity of Action "Student Release". Prior approval must be obtained by the superintendent.

In school or on school grounds:

- a. The staff member in authority implements Action "Drop – Take Cover".
- b. The safest place is in the open. Stay there until the earthquake is over.
- c. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas.
- d. Do not run!

Follow procedures c) through i) under "Inside school building".

Earthquake Emergency Procedures – AR 3516.3

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National

Incident Management System. The Superintendent or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures.

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

Earthquake emergency procedures shall include, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member take cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows. Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

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

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

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes. The Superintendent or designee shall consider the danger of a post-

earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground. The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

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

The Superintendent and or MOT Director will assign personnel to turn off gas supply to each school site.

Earthquake While Indoors at School

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

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

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

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

Earthquake While on the Bus

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

Subsequent Emergency Procedures

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

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

designee.

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

A drop procedure (students and staff take cover) practice must be held once each quarter in elementary; one each semester in secondary

- Protective measures to be taken before, during, and after an earthquake
- A program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures

Explosion or Risk Of Explosion

Explosion or Risk of Explosion

1. Call Emergency personnel.
2. Notify Superintendent, Maintenance, and Principal.
3. Students informed via intercom to duck and cover under a sturdy desk and to remain in classroom.
4. Director of Maintenance and/or Administration to check for fire and other hazards.
5. Evacuate the building when safe to do so.
6. Meet in designated area on campus field according to evacuation map.
7. Determine if a school site evacuation is needed in accordance with Fire Department.
8. Notify Parents through all available communication outlets.
9. If evacuation from campus deemed necessary:
 - a. All students and staff in the Shandon Joint Unified School District will evacuate to C.W. Crawford Park 101 W Centre St, Shandon, CA 93461
 - b. Due to the amount of staff and students, multiple bus trips would need to be made. It is imperative that all teachers are transported on the initial trip. Administration will supervise any remaining students at either SHS or SES campus until all students have been loaded on the bus for travel home.
 - c. Once arriving at C.W. Crawford Park, Homeroom teachers (SHS) and Primary Teachers (SES) will line up with applicable students. Each teacher will have a Class Roster organized by Teacher Name, Student Name, Parent Name and Contact Information.
 - d. All teachers will be responsible for releasing their students to the appropriate Parent/Guardian.

Extreme Weather

Fire in Surrounding Area

Fire in Surrounding Area

Fire near School

- a. Determine the need to implement Action "Leave Building",
- b. Determine the need to implement Action "Directed Transportation",
- c. Maintain control of students at the designated area,
- d. Maintain a safe distance from the fire and the firefighting equipment, e. Account for all students,
- f. Stay with students, keeping them together,
- g. Wait for an all clear announcement.

Fire on School Grounds

Fire on School Grounds

Fires can occur at school sites due to the following:

Sources of ignition near flammable and combustible materials,

Overloaded electrical circuits,

Wildfires spreading onto school sites from neighboring areas, Or lightening.

1. Warning: fire alarm
2. Action: Fire at School:
 - a. Sound the fire alarm. This will automatically implement Action "Leave Building",
 - b. Maintain control of students at the designated area,
 - c. Maintain a safe distance from the fire and the firefighting equipment, d. Account for all students,
 - e. Stay with students, keeping them together.
 - f. Wait for an all clear announcement.

Fire Drills and Fires – AR 3516.1

Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month.

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level.

- i. The principal shall notify staff as to the schedule for fire drills.
- ii. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
- iii. Teachers shall ascertain that no student remains in the building.
- iv. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- v. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires

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

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system.
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and aid any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and aid any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Flooding

Flood or Tsunami

Flooding on a school site may be caused by heavy rain, failure of a dam, or for coastal sites, a tsunami.

1. Warning: Method:

direct communication with principal or designee.

How Received:

by telephone or notification from civil agency or district administrator.

2. The extent of the flood or tsunami and the estimated time before it arrives will dictate the course of action to be taken. The principal may initiate the following emergency actions:

Execute Action "Leave Building" (fire alarm), or

Execute Action "Student Release", or

Execute Action "Directed Transportation", or

Provide care for students at school.

Loss or Failure Of Utilities

1. District Superintendent notified of potential loss of power by either PG&E and/or Gas Company.

2. District Superintendent notifies all Staff of potential loss of power.

3. District Office notifies all Parents/Guardians of potential loss of power through Parent Square via email or text message.

4. Identify emergency exit lights in building if needed to evacuate.

5. District Office updates all staff, parents/guardians of actual loss of power and decision to be made regarding School Cancellation/Closure. Cancellation of school will be required if utilities failure is prolonged and will be determined by the Superintendent.

6. If school closure occurs, parents will be notified utilizing all available communication outlets according to Emergency Contact Information

7. Parents/Guardians who pick up will be asked to do so within 30 minutes of initial contact made. All students who ride the bus will be taken and distributed among designated bus stops.

Motor Vehicle Crash

1. School Personnel to contact School Site Administration

2. Site Administration to respond and assess level of problem or threat.

3. Site Administration, or designated person, to contact authorities as necessary.

Pandemic

1. Protect health and safety

2. Communicate clearly and calmly

3. Maintain learning continuity

4. Support mental health

5. Follow public health guidance

6. Review and adapt as conditions change

1. Activation of Pandemic Response Plan

Responsible Staff: Superintendent or designee

* Monitor guidance from public health authorities (e.g., county and state health departments).

- * Activate the school or district Pandemic Response Plan when a public health emergency is declared or when directed by health officials

2. Health and Safety Measures

Responsible Staff: Administrator, school nurse, custodial supervisor

- * Implement enhanced cleaning and disinfecting of high-touch surfaces.
- * Ensure availability of handwashing facilities, soap, and hand sanitizer.
- * Follow public health guidance regarding:
 - * Mask use (if required)
 - * Physical distancing
 - * Ventilation improvements
 - * Post health and hygiene signage throughout the campus.

3. Illness Monitoring and Response

Responsible Staff: School nurse or designee

- * Encourage families and staff to keep individuals home when sick.
- * Establish procedures for:
 - * Identifying symptomatic individuals during the school day
 - * Isolating ill individuals in a designated health area
 - * Sending individuals home safely
- * Coordinate with public health authorities regarding:
 - * Testing recommendations
 - * Exposure notifications
 - * Return-to-school criteria

4. Communication and Notification

Responsible Staff: Superintendent, principal, or designee

- * Provide timely, factual updates to staff and families.
- * Communicate:
 - * Changes in school operations
 - * Health guidance and expectations
 - * Available support resources
 - * Avoid sharing personally identifiable health information.
 - * Provide communications in multiple languages as appropriate.

5. Continuity of Instruction

Responsible Staff: Instructional leadership team

- * Prepare for flexible instructional models, which may include:
 - * In-person instruction with safety measures
 - * Hybrid schedules
 - * Temporary remote learning
- * Ensure access to learning materials and technology.
- * Provide accommodations for students with disabilities and other special needs.

6. Staffing and Operations

Responsible Staff: Human resources and administrators

- * Establish contingency plans for staff absences.
- * Adjust schedules, duties, or supervision as needed.
- * Cross-train staff for essential roles.
- * Follow applicable labor agreements and employment laws.

7. Campus Access and Activities

Responsible Staff: Principal or designee

- * Limit nonessential visitors to campus.
- * Modify or suspend large gatherings, assemblies, and events.
- * Adjust transportation, meal service, and extracurricular activities according to health guidance.

8. Mental Health and Student Support

Responsible Staff: Counselors, psychologists, social workers

- * Provide emotional and mental health support to students and staff.
- * Monitor for increased anxiety, stress, or disengagement.
- * Share resources for coping, wellness, and support services.

9. Coordination with Health Authorities

Responsible Staff: Superintendent or designee

- * Maintain communication with local and state public health agencies.
- * Implement required reporting and response measures.
- * Follow guidance on isolation, quarantine, and mitigation strategies.

10. Training and Awareness

Responsible Staff: Administrators

- * Train staff on pandemic procedures and health protocols.
- * Educate students on hygiene practices in an age-appropriate manner.
- * Conduct drills or tabletop exercises as appropriate (non-alarming).

11. Review and Recovery

Responsible Staff: District leadership

- * Regularly review and update procedures based on evolving guidance.
- * Document actions taken during the pandemic.
- * Plan for recovery, including:
 - * Academic support
 - * Social-emotional recovery
 - * Gradual return to normal operations

Psychological Trauma

1. Administration announce traumatic event to staff members

- Staff members shall have proper information regarding the traumatic event in order to answer questions, debunk rumors, and provide comfort to students.

2. Psychologist, counselor, and comfort team gather to provide counseling/comfort

- Support team shall be prepared to answer students' questions with fact-based information provided by law enforcement and/or family.
- Support team shall provide a safe/comfortable area for students to grieve/work through psychological trauma by talking, crying, coloring, writing, etc. water

3. School Site Administration announce (school-wide) event in a "news release" fashion.

- Police Departments will provide a news release to the school and/or media. This information can be shared with students.
- Information provided to students should be fact-based.

4. School Site Administration announce that support will be provided in Room ____, "If you feel anxious, upset, or would like to talk we have support in room ____, please notify your teacher and they will excuse you".

- Support staff will be available all day, however students will be asked to go back to class when they are feeling better.

5. Parents will be contacted to pick up their student in the event the student is having an intense emotional reaction/does not feel safe at school/or begins to have traumatic thoughts.

- Support staff will counsel, and provide emotional support. However, if the student is inconsolable, has feelings of hurting themselves or others, or feels their safety is at risk, parents will be called to pick up their student.

6. Continued counseling regarding traumatic event:

- School Psychologist will be available for lingering emotional students.
- If the students continue to struggle for a prolonged period of time, or have an intense emotional reaction they will be referred to licensed counselors outside of the district.
- Additional staff support may come from school nurse, coaches, athletic directors and other positions.

Suspected Contamination of Food or Water

1. Notify Superintendent, Cafeteria Manager, and Principal.
2. Identify the contaminated food.
3. Determine if food was given to students/staff.
4. Notify parents about possible food contamination via all available outlets of communication.
5. Encourage persons with food poisoning symptoms to seek medical advice.
6. If staff and/or students exhibit symptoms that are severe or the effects of the ingestion of contamination appear to be widespread, Emergency Services to be contacted.
7. Keep food samples for Health Department to inspect.
8. Destroy contaminated food.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

Civil Disturbance

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

1. Warning: The principal or designee will signal for a "Lockdown".
2. Action:
 - a. Follow principal's or designee's direction for possible "Lockdown".
 - b. Account for all students and staff.
 - c. Remain in classroom or designated areas until contacted.
 - d. Remain calm and reassuring.



Emergency Evacuation Map



Shandon Elementary

EMERGENCY ORGANIZATIONAL CHART

Incident Commander

Shannon Kepins
Otilia Rendon

Medical First Aid Team

Leader: Lori Esser
Martha Soto
Michelle Lieber

Student Release Team

Leader: Kayla Rangel
Judith Ibarra
Maria Uzeta

Damage Assessment Search & Rescue Team

Leader: Jill Smith
Jenni Valdez Emma Paul
Evelyn Ponce
Gelene Coehlo
Rudy Valencia
Steve Martin

Note: Volunteers, substitutes, or other employees on site are to report to the Incident Commander.

SHANDON HIGH/MIDDLE SCHOOL EMERGENCY TEAMS

**Incident
Commander**
Kristina Benson
Kim Rendon

Medical First Aid Team

Leader: **Dayna Sciocchetti**
Shad Greaves
Fatima Arrieta
Morgan Dye

Search & Rescue Damage Assessment

Leader: **Deanna Morton**
Joey Scalia
Kim Rendon
Alan Sciocchetti

Student Supervision Team

Leader: **Sadie Howard**
Lisi Drake

Student Release Team

Leader: **Enrique Ramirez**
Jessica Sidhu-Vasquez
Diane Bryson

Note: Volunteers, substitutes, or other employees on site are to report to the Incident Commander.

EXTREME HEAT AND AIR QUALITY POLICY **FOR THE CALIFORNIA INTERSCHOLASTIC FEDERATION**

As per **CA State Law AB 1653** and CIF Bylaw 503 K. Heat Illness and Air Quality Index Protocols, **all CIF member schools must adhere to the CIF Heat Illness Prevention and Heat Acclimatization Policies as outlined below.**

Extreme Heat Procedures:

The WetBulb Globe Temperature (WBGT) is a measure of the heat stress in direct sunlight, which takes into account: temperature, humidity, wind speed, sun angle, and cloud cover (solar radiation). This differs from the Heat Index, which takes into consideration temperature and humidity and is calculated for shady areas. The WBGT is especially valuable in environments where people are physically active, such as sports, as it provides a better assessment of the risk of heat-related conditions during physical exertion. The CIF requires that schools use the WBGT for the most accurate measurement.

Depending on your Category Region (see map below), it is mandated for the benefit of the health and safety of our student-athletes that practice/games be canceled, or delayed until cooler when WBGT exceeds these levels:

- Region Category 1 >86.2°F
- Region Category 2 >89.9°F
- Region Category 3 >92.0°F

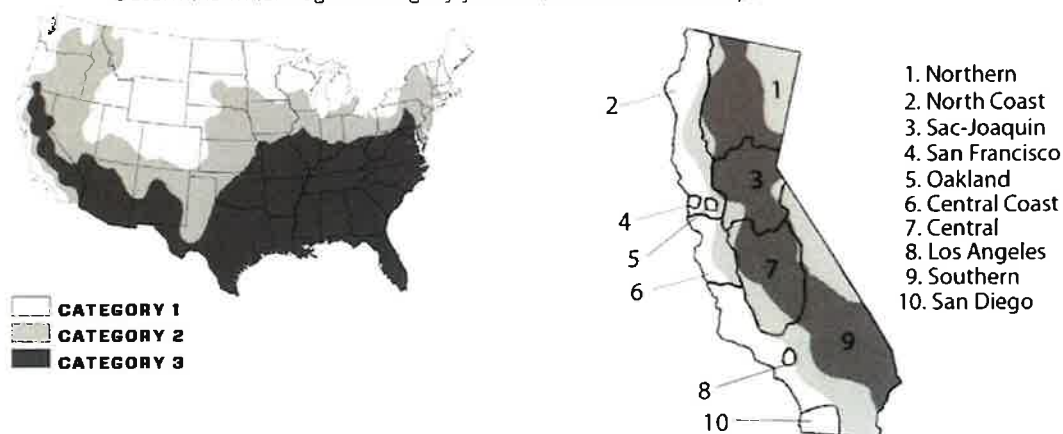
STEP 1

Find your Region Category

Based on the following map, schools should select the category that best fits their region to follow the required guidelines shown below.

The majority of states fall under just one category or two at the most. However, due to its diverse climate across the state, California encompasses all three categories: light gray - Category 1 / medium gray - Category 2 / dark gray - Category 3. (See image below).

Determine which region category you are in based on the map.



STEP 2

WBGT Readings (Note: Temperatures listed in the chart below are calculated using a WBGT and are **not** basic air temperatures) Please see Step 3 below for samples of WBGT readings.

Cat 3	Cat 2	Cat 1	Outdoor Activity Guidelines
<82.0°F <27.8°C	<79.7°F <26.5°C	<76.1°F <24.5°C	Normal Activities – Provide at least three separate rest breaks each hour with a minimum duration of 3 min each during the workout.
82.2 - 86.9°F 27.9 - 30.5°C	79.9 - 84.6°F 26.6 - 29.2°C	76.3 - 81.0°F 24.6 - 27.2°C	Use discretion for intense or prolonged exercise; Provide at least three separate rest breaks each hour with a minimum duration of 4 min each.
87.1 - 90.0°F 30.6 - 32.2°C	84.7 - 87.6°F 29.3 - 30.9°C	81.1 - 84.0°F 27.3 - 28.9°C	Maximum outdoor practice time is 2 h. Provide at least four separate rest breaks each hour with a minimum duration of 4 min each. <u>For Football/Field Hockey:</u> players are restricted to helmet, shoulder pads, and shorts during practice. If the WBGT rises to this level during practice, players may continue to work out wearing full pads without changing to shorts.
90.1 - 91.9°F 32.2 - 33.3°C	87.8 - 89.6°F 31.0 - 32.0°C	84.2 - 86.0°F 29.0 - 30.0°C	Contests are permitted with additional hydration breaks. Maximum outdoor practice time is 1 h. No protective equipment may be worn during practice, and there may be no conditioning activities. There must be 20 min of rest breaks distributed throughout the hour of practice.
≥92.1°F ≥33.4°C	≥89.8°F ≥32.1°C	≥86.2°F ≥30.1°C	No outdoor workouts/contests. Delay practice/competitions until a cooler WBGT is reached.

STEP 3

Schools without a WBGT should use the link below from the NOAA for a WBGT reading

<https://digital.mdl.nws.noaa.gov/?zoom=7&lat=35.28787&lon=-79.36779&layers=F000BTFTT&region=0&element=8&mxmz=true&barbs=false&subl=TTFFF&units=english&wunits=nautical&coords=latlon&tunits=localt>

EXAMPLE @2:30 PM

AUGUST 31, 2023

CATEGORY 1 SCHOOL

Outside Air Temp 87° F

WBGT Reading =80

AUGUST 31, 2023

CATEGORY 2 SCHOOL

Outside Air Temp 97° F

WBGT Reading =82

AUGUST 31, 2023

CATEGORY 3 SCHOOL

Outside Air Temp 92° F

WBGT Reading =81

CIF Fall Outdoor Sports Acclimatization Policy

Given the extreme heat issues typically experienced at the start of the Fall sports season, heat acclimatization is crucial for high school athletes to help them adapt to hot weather conditions and reduce the risk of heat-related illnesses. The following is a four-step plan for heat acclimatization in outdoor high school sports:

1. **Gradual Increase in Activity:**
 - Start with light workouts in cooler conditions to prepare athletes for increased heat exposure.
 - Gradually increase the intensity and duration of practice sessions over 10-14 days.
2. **Hydration Education:**
 - Teach athletes the importance of staying hydrated and recognizing signs of dehydration.
 - Encourage regular water breaks during practice and games and always provide access to water.
3. **Modify Practice Schedules:**
 - Schedule outdoor practices during cooler times, like early morning or late evening.
 - Allow frequent breaks and shade to help athletes cool down and recover.
4. **Monitor Athlete Health:**
 - Educate coaches, trainers, and athletes on the signs of heat-related illnesses (heat exhaustion and heat stroke).
 - The school will have available a method to institute whole-body cooling to treat a student-athlete with exertional heat illness, especially heat stroke (e.g., ice tub, "taco tarp", ice towels) which is easily accessible at all practice and contest venues.

Safety should always be the top priority when acclimating high school athletes to hot weather conditions. This plan helps athletes adapt while minimizing the risk of heat-related issues.

For All Outdoor Fall Sports

Five-Day Acclimatization Period. Preseason practice shall begin with a five-day acclimatization period for all Fall student-athletes. All student-athletes, including those who arrive at preseason practice after the first day of practice, are required to undergo a five-day acclimatization period. The five-day acclimatization period shall be conducted as follows:

- (a) Participants shall not engage in more than one on-field practice per day during the five-day acclimatization period. On-field practices shall last no longer than two hours.

For Football Only

- (b) During the first three days of practice or testing activity, helmets shall be the only protective equipment student-athletes may wear. During the next two days of practice or testing activity, helmets, and shoulder pads shall be the only protective equipment student-athletes may wear. Student-athletes may practice in full pads on the sixth day of practice or testing activity.

CIF Bylaw 503.K(2) – Air Quality Index

All CIF member schools must refrain from outdoor practice and/or competition when the Air Quality Index is 151 or higher. Schools may use readings for their local area obtained through www.airnow.gov or through a measurement device located outdoors on their physical campus.

Air Quality and Sport Participation:

CIF Position Statement Sports Medicine Advisory Committee

	US AQI Level	PM _{2.5} ($\mu\text{g}/\text{m}^3$)	Health Recommendation (for 24 hour exposure)
	Good 0-50	0-12.0	Air quality is satisfactory and poses little or no risk.
	Moderate 51-100	12.1-35.4	Sensitive individuals should avoid outdoor activity as they may experience respiratory symptoms.
	Unhealthy for Sensitive Groups 101-150	35.5-55.4	General public and sensitive individuals in particular are at risk to experience irritation and respiratory problems.
	Unhealthy 151-200	55.5-150.4	Increased likelihood of adverse effects and aggravation to the heart and lungs among general public.
	Very Unhealthy 201-300	150.5-250.4	General public will be noticeably affected. Sensitive groups should restrict outdoor activities.
	Hazardous 301+	250.5+	General public at high risk of experiencing strong irritations and adverse health effects. Should avoid outdoor activities.

Pictured: Air quality index chart with corresponding PM_{2.5} $\mu\text{g}/\text{m}^3$.

Air Quality and Sport Participation: CIF Position Statement Sports Medicine Advisory Committee

Recent catastrophic and historical fires in California continue to raise numerous questions regarding safe participation in sport and practice for young athletes. This position statement serves as a resource to coaches, administrators, parents and students who have questions about participation in outdoor activity during periods of diminished air quality for California high school sport.

Healthy athletes are at increased risk for inhaling pollutants in the air. Physical activity increases ventilation and the number of pollutants that are inhaled are increased compared to periods of rest. During physical activity, air is often inhaled directly into the mouth, bypassing the built-in nasal filtration system. Deep inhalation diffuses pollutants into the bloodstream more quickly during

exercise. These risks are increased if an athlete has a pre-existing medical condition such as asthma or a cardiac condition.

A valid and reliable standardized national air quality resource is the National Weather Service (NWS) Air Quality Forecast System. This system provides constant monitoring of ozone, particulate matter and pollutants with accurate and advanced notice to prevent the adverse effects of decreased air quality.

The key component of the standardized air quality resource is the NWS Air Quality Index (AQI). The AQI provides real time monitoring and alerts in response to changing air quality levels. Five different pollutants are tracked in this system including the following: 1) ground level ozone 2) particle pollution 3) carbon monoxide 4) sulfur dioxide 5) nitrogen dioxide. Ground level ozone and particulate matter are the most concerning pollutants for outdoor physical activity. The AQI is reported as a single number based on a scale of 0 to 500 with 0 being completely safe and 500 indicating the most hazardous levels of air pollution.

Consistent with this national reporting system and consistent with the National Collegiate Athletic Association Committee on Competitive Safeguards and Medical Aspect of Sport, the CIF Sports Medicine Advisory Committee offers the following general guidance to institutions seeking to make decisions about the appropriateness of practice or competition in questionable air quality situations. With recent severe fires within the state of California, both regional and statewide authorities have often established alerts to cancelling sport events or practices because of local risk. CIF recommends following these guidelines. If specific guidelines have not yet been provided, the following are useful guidelines consistent with NCAA and NFHS position statements on air quality.

- 1) Monitoring of local AQI and associated air quality alerts, especially during times of extreme environmental conditions is recommended. Advice and monitoring is best done by the primary athletics health care providers (athletic trainers, school nursing staff, team physicians) who have training in such monitoring. Schools may choose to delegate this responsibility to a staff member with knowledge of AQI.
- 2) Member schools should consider shortening or cancelling outdoor athletic events (practices or competition) in accordance with AQI recommendations. Exposure to air should be managed more carefully for students with pre-existing lung or heart conditions. When the AQI rises above 100 schools should consider removing such athletes at risk from practice or competition.
- 3) At AQI values above 150 serious consideration should be given to rescheduling the activity or moving it indoors if possible. Prolonged exposure and heavy exertion should be avoided.
- 4) School Emergency Action Plans may guide the emergency care response in these circumstances and the staff should be made aware of this plan.
- 5) The Preparticipation Physical Examination for Sport will be used as a tool to identify students at risk for smoke inhalation exposure such as asthma, cardiac disease and respiratory disease.
- 6) Emphasize to student athletes that the wearing of masks, such as for protection against COVID-19 does not protect against exposure to hazardous air quality. Consequently, wearing masks will not allow competition or practices when AQI is at hazardous levels.

There are now validated online applications to smart phones which can track not only AQI in a town or city, but also AQI regionally near each neighborhood within each town or city. Consistent with NFHS, California Air Quality Board and California Environmental Protection Agency, the CIF recommends using the www.airnow.gov application for this purpose. The AQI may even be checked

periodically during a day of competition or practice in case of changing conditions. The application was created with the collaboration of the Environmental Protection Agency and contains not only air quality data but also current fire conditions, webcams and email notifications consistent with local and regional up to date conditions.

References

- 1) Air Quality Position Statement. NCAA Sports Science Institute, Sept 2018
- 2) NFHS Position Statement on Physical Activity, Air Quality and Wildfires, April 2019
- 3) CIF North Coast Section. Air Quality Index Rules, Bylaw 1003H.
- 4) US Environmental Protection Agency. Air Now website www.airnow.gov

Submitted for the CIF Sports Medicine Advisory Committee by Kevin Diaz, MD and Jeffrey Tanji, MD

Air Pollution and School Activities / Outdoor Sports Events

Health Recommendations for Schools, Coaches and Event Coordinators regarding student exposure to fine particle (smoke and dust) air pollution

Air Quality Conditions						
First, check current air quality at slocleanair.org/air-quality/air-forecasting-map.php , then use this chart.						
	GOOD	MODERATE	UNHEALTHY FOR SENSITIVE GROUPS	UNHEALTHY	VERY UNHEALTHY	HAZARDOUS
	Visibility ≥ 11 miles	Visibility 6 - 10 miles	Visibility 3 - 5 miles	Visibility 1.5 - 2.75 miles	Visibility 1 - 1.25 miles	Visibility < 1 mile
Recess (15 minutes)	No Restrictions	Allow students with asthma, respiratory infection, lung or heart disease to stay indoors.	Keep students with asthma, respiratory infection, and lung or heart disease indoors.	Keep all students indoors and keep activity levels light.	Keep all students indoors and keep activity levels light.	Keep all students indoors and keep activity levels light.
P.E. (1 hour)	No Restrictions	Monitor students with asthma, respiratory infection, lung or heart disease. Increase rest periods or substitutions for these students as needed.	Limit to light outdoor activities. Allow any student to stay indoors if going outside might affect their health. Keep students with respiratory conditions such as asthma, breathing trouble, heart disease or diabetes indoors. Limit these students to moderate activities.	Conduct P.E. indoors. Limit students to light indoor activities.	Keep all students indoors and keep activity levels light.	Keep all students indoors and keep activity levels light.
Athletic Events and Practices (Vigorous activity 2-3 hours)	No Restrictions	Monitor students with asthma, respiratory infection, lung or heart disease. Increase rest periods or substitutions for these students as needed.	Consider moving the event indoors. If the event is not cancelled, increase rest periods and substitutions to allow for lower breathing rates. Students with asthma, respiratory infection, lung and heart disease or conditions like diabetes should play outdoors.	Cancel the event or move the event to an area with "Good" air quality if this can be done without much transit through areas with poor air quality.	Cancel the event or move the event to an area with "Good" air quality if this can be done without much transit through areas with poor air quality.	Cancel the event or move the event to an area with "Good" air quality if this can be done without much transit through areas with poor air quality.

****Note: Asthma Action plans should be followed regardless of air quality for all levels of activity.**

When air quality is diminished, individuals should pay special attention to their Asthma Action Plan.

Light Activities: Playing board games, throwing and catching while standing, and cup stacking.

Moderate Activities: Yoga, shooting basketballs, dance instruction and ping pong.

Vigorous Activities: Running, jogging, basketball, football, soccer, swimming, cheerleading, and jumping rope.



Air Pollution Control District
San Luis Obispo County



SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Policy

BP 6142.7

Physical Education and Activity

The Governing Board recognizes the positive benefits of physical activity on student health, well-being, and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong health and fitness.

Physical education classes shall be conducted in a coeducational, inclusive manner in accordance with law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability, or any other protected status in accordance with Board Policy/Administrative Regulation 5145.3 - Nondiscrimination/Harassment. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

The district's physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. (Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

Upon written notification from a student's parent/guardian, or from the student if age 18 years of age or older, stating that the student is participating in religious fasting, the principal or designee shall grant a student an accommodation in connection with any physical activity component of a physical education course during the period of religious fasting. The student shall be provided alternative assignments or activities for the period the student is granted an accommodation. (Education Code 51240.5)

The Superintendent or designee shall develop, adopt, and implement weather protocols that incorporate the standardized guidelines compiled by the California Department of Education and that include specific measures to be taken during extreme weather conditions. The adopted weather protocols shall be annually reviewed, evaluated, and if necessary, updated in accordance with law. (Education Code 33355)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program in accordance with the district's extreme weather protocols and/or shall seek alternative indoor space to enable students to participate in active physical education.

The Superintendent or designee may offer an alternate term schedule for grades 6-12 physical education courses in accordance with Education Code 51222 as specified in the accompanying administrative regulation.

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. (Education Code 60800; 5 CCR 1041)

Temporary Exemptions

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet the student's needs cannot be provided
2. The student is enrolled for one-half time or less

Two-Year Exemptions

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. (Education Code 51241)

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352, 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have

attended if enrolled in a physical education course. (Education Code 51241)

Permanent Exemptions

The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years
 However, such a student shall not be permitted to attend fewer total hours of courses and classes than the student would have attended if enrolled in a physical education course.
2. The student is enrolled as a postgraduate student
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. (Education Code 33352)

Other Exemptions

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training

However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. (Education Code 51222)

2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses

Any such student shall have a minimum school day of 180 minutes. (Education Code 52316)

3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours (Education Code 51242)

Program Evaluation

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. Additionally, the Superintendent or designee shall report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity and student well-being.

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination
 221.5 Sex equity in education
 33126 School accountability report card
 33350-33354 CDE responsibilities re: physical education
 35256 School accountability report card
 44250-44277 Credential types
 49066 Grades; physical education class
 51210 Course of study, grades 1-6
 51220 Course of study, grades 7-12
 51222 Physical education
 51223 Physical education, elementary schools
 51241 Temporary, two-year or permanent exemption from physical education
 51242 Exemption from physical education for athletic program participants
 52316 Excuse from attending physical education classes; regional occupational center/program
 60800 Physical performance test

CODE OF REGULATIONS, TITLE 5

1040-1044 Physical performance test
 1047-1048 Testing variations and accommodations
 3051.5 Adapted physical education for individuals with exceptional needs
 4600-4670 Uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary educational programs receiving state or federal financial assistance
 10060 Criteria for high school physical education programs
 50020 Additional assignment authorizations for specific credentials
 80037 Designated subjects teaching credential; special teaching authorization in physical education
 80046.1 Added authorization to teach adapted physical education

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1758b Local wellness policy

CODE OF FEDERAL REGULATIONS, TITLE 34

106.33 Nondiscrimination on the basis of sex; comparable facilities
 106.34 Nondiscrimination on the basis of sex; access to classes and schools
 300.108 Assistance to states for the education of children with disabilities; physical education

ATTORNEY GENERAL OPINIONS

53 Ops.Cal.Atty.Gen. 230 (1970)

COURT DECISIONS

Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668
 Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975
 Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959

Management Resources:

CSBA PUBLICATIONS

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012
 Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012
 Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010

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

Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009

Physical Education and California Schools, Policy Brief, October 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index (SHI): A Self-Assessment and Planning Guide, Elementary School, 2017

School Health Index (SHI): A Self-Assessment and Planning Guide, Middle/High School, 2017

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

The Administrator's Assignment Manual, 2019

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Physical Activity Guidelines for Americans, 2nd Edition, 2018

WEB SITES

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

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

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

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

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sport and Physical Education: <http://www.pgpedia.com/n/national-association-sport-and-physical-education>

President's Council on Sports, Fitness and Nutrition: <http://www.fitness.gov>

U.S. Department of Health and Human Services: <http://www.health.gov>

(2/10 3/16) 7/20

Policy adopted by Shandon Board of Education: June 22, 2000

Revised: 10/6/2020, 05.11.26

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Board Policy 1445 Response to Immigration

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:
 - a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)
 - b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)
4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district-provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

The Superintendent or designee shall provide parents/guardians with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

The Superintendent or designee shall develop procedures for, and may provide training to staff on, interactions with an officer or employee of an agency conducting immigration enforcement, including a request for any of the following:

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent or designee shall provide to the California Department of Education, upon

request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

State Description

Civ. Code 1798.3 Information Practices Act of 1977; definitions
 Ed. Code 200 Prohibition of discrimination

Ed. Code 200 Equal rights and opportunities in state educational institutions
 Ed. Code 234.1 Student protections relating to discrimination, harassment, intimidation, and bullying
 Ed. Code 234.7 Student protections relating to immigration and citizenship status
 Ed. Code 32282 Comprehensive School Safety Plan
 Ed. Code 48204.4 Evidence of residency for school enrollment
 Ed. Code 48906 Exception to parent/guardian notifications
 Ed. Code 48980 Parent/Guardian notifications
 Ed. Code 48985 Notices to parents/guardians in language other than English
 Fam. Code 6552 Caregiver's authorization affidavit
 Gov. Code 7285-7285.3 Prohibitions on Employer Cooperation with Immigration Enforcement Agents
 Gov. Code 8310.3 California Religious Freedom Act
 Pen. Code 422.55 Definition of hate crime
 Pen. Code 627-627.10 Access to school premises

Federal Description

20 USC 1232g Family Educational Rights and Privacy Act (FERPA) of 1974
 34 CFR 99.30-99.31 FERPA Regulations
 U.S. Constitution, Fourth Amendment Unreasonable search and seizure

Management Resources Description

CA Office of the Attorney General Publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025

Court Decision Plyler v. Doe (1982) 457 U.S. 202

Website California Department of Education, Resources to Include Immigrant Families
 Website California Department of Education, LEA Immigration Enforcement Policy Submission
 Website CSBA District and County Office of Education Legal Services
 Website U.S. Immigration and Customs Enforcement, Online Detainee Locator System
 Website California Office of the Attorney General
 Website CSBA
 Website U.S. Department of Education
 Website U.S. Department of Education, Office for Civil Rights
 Website U.S. Immigration and Customs Enforcement

Website California Civil Rights Department

Cross References

Code	Description
0410	Nondiscrimination In District Programs And Activities
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.3	District Police/Security Department
515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131.2	Bullying
5131.2	Bullying
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Administrative Regulation 1145: Response to Immigration

Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order
3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

Such written consent shall include all of the following: (34 CFR 99.30)

- a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age
 - b. A description of the records to be disclosed
 - c. The reason for the release of information
 - d. The parties or class of parties receiving the information
 - e. A copy of the records to be released, if requested by the parent/guardian or student
4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

Such written consent shall include all of the following:

- a. The signature and signature date of the employee

- b. A description of the records to be disclosed
- c. The reason for the release of information
- d. The parties or class of parties receiving the information
- e. A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee
2. For requests regarding student information, provide the student's parent/guardian, or the student, if the student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency
3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee
2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor
3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least

one copy for district records

4. Contact and consult with the district's legal counsel or Superintendent or designee
5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program
3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request
2. The identity of all other district staff known to have communicated with the officers or employee
3. A description of all requests and activities by the officers and employees
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
5. District staff's response to the officer's or employee's request
6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency

contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

State Description

Civ. Code 1798.3 Information Practices Act of 1977; definitions

Ed. Code 200 Prohibition of discrimination

Ed. Code 200 Equal rights and opportunities in state educational institutions

Ed. Code 234.1 Student protections relating to discrimination, harassment, intimidation, and bullying

Ed. Code 234.7 Student protections relating to immigration and citizenship status

Ed. Code 32282 Comprehensive School Safety Plan

Ed. Code 48204.4 Evidence of residency for school enrollment

Ed. Code 48906 Exception to parent/guardian notifications

Ed. Code 48980 Parent/Guardian notifications

Ed. Code 48985 Notices to parents/guardians in language other than English

Fam. Code 6552 Caregiver's authorization affidavit

Gov. Code 7285-7285.3 Prohibitions on Employer Cooperation with Immigration Enforcement Agents

Gov. Code 8310.3 California Religious Freedom Act

Pen. Code 422.55 Definition of hate crime

Pen. Code 627-627.10 Access to school premises

Federal Description

20 USC 1232g Family Educational Rights and Privacy Act (FERPA) of 1974

34 CFR 99.30-99.31 FERPA Regulations

U.S. Constitution, Fourth Amendment Unreasonable search and seizure

Management Resources Description

CA Office of the Attorney General Publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025

Court Decision Plyler v. Doe (1982) 457 U.S. 202

Website California Department of Education, Resources to Include Immigrant Families

Website California Department of Education, LEA Immigration Enforcement Policy Submission

Website CSBA District and County Office of Education Legal Services

Website U.S. Immigration and Customs Enforcement, Online Detainee Locator System

Website California Office of the Attorney General

Website CSBA

Website U.S. Department of Education

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

Website U.S. Immigration and Customs Enforcement

Website California Civil Rights Department

Cross References

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0410 Nondiscrimination In District Programs And Activities

0450 Comprehensive Safety Plan

0450 Comprehensive Safety Plan

1250 Visitors/Outsiders

1250 Visitors/Outsiders

1312.3 Uniform Complaint Procedures

1312.3 Uniform Complaint Procedures

1312.3-E(1) Uniform Complaint Procedures

1312.3-E(2) Uniform Complaint Procedures

1340 Access To District Records

1340 Access To District Records

3515.3 District Police/Security Department

3515.3 District Police/Security Department

3515.31 School Resource Officers

3555 Nutrition Program Compliance

3555-E(1) Nutrition Program Compliance

5111 Admission

5111 Admission

5111.1 District Residency

5111.1 District Residency

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5125 Student Records

5125.1 Release Of Directory Information

5125.1 Release Of Directory Information

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5131.2 Bullying

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5141 Health Care And Emergencies

5141.4 Child Abuse Prevention And Reporting

5141.4 Child Abuse Prevention And Reporting

5142 Safety

5142 Safety

5145.12 Search And Seizure

5145.12 Search And Seizure

5145.3 Nondiscrimination/Harassment

5145.3 Nondiscrimination/Harassment

6142.3 Civic Education

6143 Courses Of Study

6143 Courses Of Study

6175 Migrant Education Program

6175 Migrant Education Program

Adopted 02.10.26

SHANDON JOINT UNIFIED SCHOOL DISTRICT

Administrative Regulation 1145: Response to Immigration

Responding to Requests for Information or Documents

Upon receiving any request by an officer or employee of an agency conducting immigration enforcement for information about a student, a student's family or household, or a district employee as described in the accompanying Board policy, district staff shall deny the request, to the extent practicable, unless any of the following apply: (Education Code 234.7; 34 CFR 99.30, 34 CFR 99.31)

1. The request is for student directory information

District staff shall respond to the request in accordance with Board Policy/Administrative Regulation 5125.1 - Release of Directory Information.

2. The district is required to release the records or information by state or federal law, in order to administer a state or federally supported educational program, or due to a valid judicial subpoena, judicial warrant, or court order
3. For records or information about a student or a student's family or household, the parent/guardian has provided written consent unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency or, if the student is at least 18 years age, the student has provided written consent

Such written consent shall include all of the following: (34 CFR 99.30)

- a. The signature and signature date of the parent/guardian, or student if the student is at least 18 years of age
 - b. A description of the records to be disclosed
 - c. The reason for the release of information
 - d. The parties or class of parties receiving the information
 - e. A copy of the records to be released, if requested by the parent/guardian or student
4. For records or information about a district employee, the employee has provided written consent and the district's human resource department or equivalent has been consulted

Such written consent shall include all of the following:

- a. The signature and signature date of the employee

- b. A description of the records to be disclosed
- c. The reason for the release of information
- d. The parties or class of parties receiving the information
- e. A copy of the records to be released, if requested by the employee

Regardless of whether the district discloses the requested records or information, district staff shall do all of the following when such a request has been received:

1. Make a copy of the request and notify the Superintendent or designee
2. For requests regarding student information, provide the student's parent/guardian, or the student, if the student is at least 18 years of age, with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order, or in cases involving investigation of child abuse, neglect, or dependency
3. For requests regarding district employee information, provide the employee with notice, a description of the request, and any documentation provided to the district describing the request, unless prohibited by a valid judicial subpoena, judicial warrant, or court order

In accordance with law and Board Policy 5125 - Student Records, the Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a valid judicial subpoena, judicial warrant or court order.

Responding to Requests for Access to Students or for Access to District-Provided Transportation, Nonpublic Area of District Property or Facility, or Nonpublic Area in which District-Sponsored Activity is Occurring

If an officer or employee of an agency conducting immigration enforcement requests access to a student, such as for purposes of interviewing, searching, or detaining the student, or permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, district staff shall take the following actions:

1. Advise the officer or employee that before district staff can respond to the request, they must first receive notification and direction from the Superintendent, principal, or designee
2. Request to see and record or otherwise document the officer's or employee's valid identification, including the officer's or employee's name and, if applicable, badge number, the phone number of the officer's or employee's supervisor
3. Request that the officer or employee produce any documentation that authorizes the officer's or employee's request, make copies of all such documentation, and retain at least

one copy for district records

4. Contact and consult with the district's legal counsel or Superintendent or designee
5. Follow the direction from the district's legal counsel or Superintendent or designee

For a request to access a student, the district shall deny the request unless any of the following apply: (Education Code 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. District staff receives parent/guardian consent or, if the student is at least 18 years of age, the student's consent, unless the officer or employee presents a valid judicial warrant or court order that authorizes and directs the district to give such permission without parent/guardian consent or, if the student is at least 18 years of age, the student's consent

Regardless of whether the officer or employee is given access to the student, the student's parent/guardian shall be immediately notified, unless prohibited by a valid judicial warrant or court order, or in cases involving investigations of child abuse, neglect, or dependency. (Education Code 48906)

Additionally, district staff shall notify the Superintendent or designee as early as possible of any request by an officer or employee of an agency conducting immigration enforcement for access to a student. (Education Code 234.7)

For a request for permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring, the district shall deny the request unless any of the following apply: (Education 234.7)

1. The officer or employee provides a valid judicial warrant or court order
2. Permission is required to be granted by state or federal law or in order to administer a state or federally supported educational program
3. The officer or employee is a sworn law enforcement officer, declares that exigent circumstances exist, and demands immediate access

In this situation, district staff shall comply with the officer's or employee's orders and immediately contact the Superintendent or designee and then the district's legal counsel.

An officer or employee of an agency conducting immigration enforcement who, pursuant to this administrative regulation, is granted permission to enter district property or facilities which are not open to all visitors shall first register in accordance with Board Policy 1250 - Visitors/Outsiders, except in cases where the officer or employee is a sworn law enforcement officer and states that exigent circumstances exist. (Penal Code 627.2, 627.3)

The Superintendent or designee shall email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or a school site for immigration enforcement purposes.

Responding to Immigration Enforcement Activity on District Property

When any officer or employee of an agency conducting immigration, enforcement is actually or imminently present on district property, district staff shall notify staff working at the property and, if the district property is a school, the parents/guardians of students at the school in accordance with Board Policy/Administrative Regulation 0450 - Comprehensive Safety Plan.

District staff shall report the presence of any officer or employee of an agency conducting immigration enforcement on district property to district police and other appropriate administrators.

District staff shall not obstruct, interfere with, or otherwise impede, or attempt to obstruct, interfere with, or otherwise impede, any officer or employee of an agency conducting immigration enforcement, even if the officer or employee appears to be acting outside the law or in excess of the stated or documented authorization. If such an officer or employee enters the premises without consent, district staff shall document their actions but only to the extent that documentation does not impede their actions and shall, at all times, obey any direction from such officers or employees.

After all officers and employees of an agency conducting immigration enforcement leave, each district staff member who observed or interacted with them shall promptly provide the following to the district's legal counsel or other district official designated by the Superintendent:

1. Copies of any information and documents collected from the officers or employees such as valid identification, name, badge number, phone number of the officer's or employee's supervisor, and documentation that authorizes the officer's or employee's request
2. The identity of all other district staff known to have communicated with the officers or employee
3. A description of all requests and activities by the officers and employees
4. The type of documentation, such as a warrant or subpoena, that authorized the officer's or employee's request or actions
5. District staff's response to the officer's or employee's request
6. Written notes of any other actions taken by and any other interactions with any officer or employee

Responding to the Detention or Deportation of Student's Parent/Guardian

The Superintendent or designee shall encourage parents/guardians to update their emergency

contact information as needed at any time. The Superintendent or designee shall notify parents/guardians that the district will only use information provided on the emergency cards in response to specific emergency situations and not for any other purpose. (Education Code 234.7)

Additionally, the Superintendent or designee may encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a student's parent/guardian is detained or deported.

In the event that a student's parent/guardian is detained or deported, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit. (Education Code 234.7)

In an instance where a student's parent/guardian was detained or deported, the Superintendent or designee shall notify the student, as well as the individuals designated in the student's emergency contact information and any individual who presented a caregiver's authorization affidavit on behalf of the student, that the student continues to meet the residency requirements for attendance in the district if the student and the student's parent/guardian who was detained or deported satisfy the conditions as specified in Education Code 48204.4.

The Superintendent or designee may refer a student or the student's family members to other resources for assistance, including, but not limited to, an U.S. Immigrant and Customs Enforcement detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

State Description

Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Prohibition of discrimination
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 32282	Comprehensive School Safety Plan
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardians in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime

Pen. Code 627-627.10 Access to school premises

Federal Description

20 USC 1232g Family Educational Rights and Privacy Act (FERPA) of 1974

34 CFR 99.30-99.31 FERPA Regulations

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Management Resources Description

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1250 Visitors/Outsiders

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1312.3 Uniform Complaint Procedures

1312.3 Uniform Complaint Procedures

1312.3-E(1) Uniform Complaint Procedures

1312.3-E(2) Uniform Complaint Procedures

1340 Access To District Records

1340 Access To District Records

3515.3 District Police/Security Department

3515.3 District Police/Security Department

3515.31 School Resource Officers

3555 Nutrition Program Compliance

3555-E(1) Nutrition Program Compliance

5111 Admission

5111 Admission

5111.1 District Residency

5111.1 District Residency

5125 Student Records

5125 Student Records

5125.1 Release Of Directory Information

5125.1 Release Of Directory Information

5125.1-E(1) Release Of Directory Information

5131.2 Bullying

5131.2 Bullying

5141 Health Care And Emergencies

5141 Health Care And Emergencies

5141.4 Child Abuse Prevention And Reporting

5141.4 Child Abuse Prevention And Reporting

5142 Safety

5142 Safety

5145.12 Search And Seizure

5145.12 Search And Seizure

5145.3 Nondiscrimination/Harassment

5145.3 Nondiscrimination/Harassment

6142.3 Civic Education

6143 Courses Of Study

6143 Courses Of Study

6175 Migrant Education Program

6175 Migrant Education Program

Adopted 02.10.26

Shandon Joint Unified School District

Board Policy 0450 Comprehensive Safety Plan

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

The Superintendent or designee shall be responsible for the development of a districtwide comprehensive safety plan that is applicable to each school site.

(Education Code 32281).

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval.

(Education Code 32286, 32288)

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

As necessary, the Superintendent or designee shall provide training on the CSSP to all school staff.

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

(Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

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

(Education Code 32281)

Safety Plan(s) Access and Reporting

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

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities.

(Education Code 32281)

Additionally, the Superintendent or designee shall provide data to CDE pertaining to lockdown or multi-option response drills conducted at district schools in accordance with Education Code 32289.5.

(Education Code 32289.5)

State Description

5 CCR 11987-11987.7 School Community Violence Prevention Program requirements

5 CCR 11992-11993 Persistently dangerous schools; definition

CA Constitution Article 1, Section 28 Right to Safe Schools

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32260-32262 Interagency School Safety Demonstration Act of 1985

Ed. Code 32270 School safety cadre

Ed. Code 32280-32289.5 School safety plans

Ed. Code 32290 Safety devices

Ed. Code 35147 School site councils and advisory committees

Ed. Code 35183 School dress code; uniforms

Ed. Code 35266 Reporting of cyberattacks

Ed. Code 35291 Rules

Ed. Code 35291.5 School-adopted discipline rules

Ed. Code 41020 Requirement for annual audit

Ed. Code 44010 Sex offense; definition

Ed. Code 48900-48927 Suspension and expulsion

Ed. Code 48901.7 Smartphone limitation or prohibition

Ed. Code 48950 Speech and other communication

Ed. Code 48980 Parent/Guardian notifications

Ed. Code 49079 Notification to teacher; student act constituting grounds for suspension or expulsion

Ed. Code 49390-49395 Homicide threats

Ed. Code 49414.35 Emergency treatment for opioid overdose

Ed. Code 49414.6	Student possession of opioid antagonist
Ed. Code 67381	Availability of information regarding crimes
Gov. Code 11549.3	Independent security-assessment
Gov. Code 54957	Closed session meetings for threats to security
Gov. Code 8586.5	California Cybersecurity Integration Center
Pen. Code 11164-11174.3	Child Abuse and Neglect Reporting Act
Pen. Code 1192.7	Criminal procedures
Pen. Code 422.55	Definition of hate crim
Pen. Code 626.8	Disruptions
Pen. Code 667.5	Violent felony; definition

FederalDescription

20 USC 1400-1482	Individuals with Disabilities Education Act
20 USC 7111-7122	Student support and academic enrichment grants
20 USC 7912	Transfers from persistently dangerous schools
29 USC 794	Rehabilitation Act of 1973; Section 504
42 USC 12101-12213	Americans with Disabilities Act
6 USC 665k	Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources Description

CA Office of the Attorney General Publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025

California Department of Education Instructional Continuity Plan Guidance

CSBA Publication	Comprehensive School Safety Plans, July 2024
CSBA Publication	School Safety: Firearm Safety and Storage, May 2023
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Federal Bureau of Investigation Publication	Uniform Crime Reporting Handbook, 2004
Nat'l Assoc. of Secondary School Principals Pub	The NASSP Principal Recovery Network Guide to Recovery
U.S. Department of Education Publication	Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. Department of Homeland Security Publication	Behavioral Threat Assessment and Management in Practice 2024
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy
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Website	California Department of Education, School Safety Elements and Resources

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0420 School Plans/Site Councils
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7214 General Obligation Bonds

- 7214 General Obligation Bonds
- 9010 Public Statements
- 9011 Disclosure Of Confidential/Privileged Information
- 9320 Meetings And Notices
- 9321 Closed Session
- 9321-E(1) Closed Session
- 9321-E(2) Closed Session

Adopted 02.10.26

Shandon Joint Unified School District

AR 0450 Comprehensive Safety Plan

Development and Review of Comprehensive School Safety Plan

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

Additionally, the school site council may invite community leaders, local emergency medical services personnel, the district's public entity risk pool joint powers authority or insurance provider, and other persons who may be interested in the health and safety of students and the prevention of campus crime and violence to participate in the planning process. (Education Code 32280)

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

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

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

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

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent/guardian organization at the school, including the parent teacher association and parent teacher clubs

4. A representative of each teacher organization at the school
5. A representative of the school's student body government
6. All persons who have indicated that they want to be notified

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

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

After the first evaluation or review is conducted, and after each annual evaluation or review, a school employee, a student's parent/guardian or educational rights holder, or a student may bring concerns about an individual student's ability to access disaster safety procedures described in the CSSP to the principal. (Education Code 32282)

If the principal determines there is merit to a concern, the principal shall direct the school site council or school safety planning committee to make appropriate modifications to the CSSP during the evaluation of the CSSP. The principal may direct the school site council or the school safety planning committee to make such modifications before the evaluation, as appropriate. (Education Code 32282)

Content of the Comprehensive Safety Plan

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

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

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

1. Child abuse or neglect reporting procedures consistent with Penal Code 11164-11174.3, including procedures specifically designed to address the supervision and protection of children from child abuse or neglect or sex offenses
2. Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act, the federal Individuals with Disabilities Education Act, and Section 504 of the federal Rehabilitation Act of 1973
 - b. An earthquake emergency procedure system as specified
 - c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare
 - d. Commencing with the 2026-27 school year, a procedure to identify appropriate refuge shelter for all students and staff to be used in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079
5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
8. A safe and orderly school environment conducive to learning
9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5
10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions
11. If procedures to prepare for active shooters or other armed assailants by conducting a drill are included in the CSSP, the CSSP shall specify that:

- a. The school will not conduct a high-intensity drill, as defined in Education Code 32282
 - b. Real weapons, gunfire blanks, or explosions will not be used in the conducting of the drill
 - c. A trauma-informed approach as specified in Education Code 32282 will be used in the design and execution of any drill
- 12. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- 13. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
- 14. Procedures specifically designed to notify parents/guardians and district staff when the school confirms that an officer or employee of an agency conducting immigration enforcement is on school grounds as specified in Education Code 32282
- 15. For schools that serve students in any of grades 7-12, a protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose
- 16. An instructional continuity plan to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency, as specified in Education Code 32282
- 17. Explicit procedures to prohibit the use of smartphones in the case of an emergency or in response to a perceived threat of danger if such use is prohibited in Board Policy 5131.8 - Mobile Communication Devices (Education Code 48901.7)

Among the strategies for providing a safe environment, the CSSP may also include:

- 1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
- 2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

3. Strategies aimed at preventing potential incidents involving crime and violence on school campuses, including vandalism, drug and alcohol abuse, gang membership and violence, hate crimes, bullying, including bullying committed personally or by means of an electronic act, teen relationship violence, and discrimination and harassment, including sexual harassment
4. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education and literacy, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
5. Parent/guardian and community involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
6. Provision of safety materials and emergency communications in language(s) understandable to parents/guardians
7. Annual notification to parents/guardians related to the safe storage of firearms
8. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
9. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction
10. District policy prohibiting the possession of firearms and ammunition on school grounds
11. Measures to prevent or minimize the influence of gangs on campus
12. Procedures for receiving verification from law enforcement when a violent crime or sex offense has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
13. Procedures for the early identification and threat assessment of, and appropriate response to, suspicious and/or threatening digital media content
14. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus
15. Independent security assessment of the school's network infrastructure and selected web applications to identify vulnerabilities and provide recommendations to improve

cybersecurity

16. Guidelines for the roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, school counselors, school resource officers, and police officers on school campuses

Guidelines may include, but are not limited to, the following:

- a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement
- b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
- c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

17. Strategies for suicide prevention and intervention

18. District policy and/or plan related to pandemics

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

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

- a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate
- b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
- c. Assignment of staff members responsible for each identified task and procedure
- d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
- e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

- f. Communication with parents/guardians of reunification plans and the necessity of cooperating with first responders
 - g. Development of a method for the reporting of violent incidents
 - h. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling
21. Training on assessment and reporting of potential threats, violence prevention, and intervention techniques
- Such training shall include preparation to implement the elements of the CSSP
22. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants
23. Continuity of operations procedures to ensure that the district's essential functions are not disrupted during an emergency, to the extent possible

State Description

5 CCR 11987-11987.7 School Community Violence Prevention Program requirements

5 CCR 11992-11993 Persistently dangerous schools; definition

CA Constitution Article 1, Section 28 Right to Safe Schools

Ed. Code 200-262.4 Prohibition of discrimination

Ed. Code 32260-32262 Interagency School Safety Demonstration Act of 1985

Ed. Code 32270 School safety cadre

Ed. Code 32280-32289.5 School safety plans

Ed. Code 32290 Safety devices

Ed. Code 35147 School site councils and advisory committees

Ed. Code 35183 School dress code; uniforms

Ed. Code 35266 Reporting of cyberattacks

Ed. Code 35291 Rules

Ed. Code 35291.5 School-adopted discipline rules

Ed. Code 41020 Requirement for annual audit

Ed. Code 44010 Sex offense; definition

Ed. Code 48900-48927 Suspension and expulsion

Ed. Code 48901.7 Smartphone limitation or prohibition

Ed. Code 48950 Speech and other communication

Ed. Code 48980 Parent/Guardian notifications

Ed. Code 49079 Notification to teacher; student act constituting grounds for suspension or expulsion

Ed. Code 49390-49395 Homicide threats

Ed. Code 49414.35 Emergency treatment for opioid overdose

Ed. Code 49414.6 Student possession of opioid antagonist

Ed. Code 67381 Availability of information regarding crimes
 Gov. Code 11549.3 Independent security assessment
 Gov. Code 54957 Closed session meetings for threats to security
 Gov. Code 8586.5 California Cybersecurity Integration Center
 Pen. Code 11164-11174.3 Child Abuse and Neglect Reporting Act
 Pen. Code 1192.7 Criminal procedures
 Pen. Code 422.55 Definition of hate crime
 Pen. Code 626.8 Disruptions
 Pen. Code 667.5 Violent felony; definition

Federal Description

20 USC 1400-1482 Individuals with Disabilities Education Act
 20 USC 7111-7122 Student support and academic enrichment grants
 20 USC 7912 Transfers from persistently dangerous schools
 29 USC 794 Rehabilitation Act of 1973; Section 504
 42 USC 12101-12213 Americans with Disabilities Act
 6 USC 665k Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources Description

CA Office of the Attorney General Publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025

California Department of Education Instructional Continuity Plan Guidance

CSBA Publication Comprehensive School Safety Plans, July 2024

CSBA Publication School Safety: Firearm Safety and Storage, May 2023

CSBA Publication Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010

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

Federal Bureau of Investigation Publication Uniform Crime Reporting Handbook, 200

Nat'l Assoc. of Secondary School Principals Pub The NASSP Principal Recovery Network Guide to Recovery

U.S. Department of Education Publication Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

U.S. Department of Homeland Security Publication Behavioral Threat Assessment and Management in Practice 2024

Website California Department of Education, Resources to Include Immigrant Families

Website California Department of Education, LEA Immigration Enforcement Policy Submission

Website California Department of Education, School Safety Elements and Resources

Website California Department of Education, Language Services Policy and Process

Website Schoolsafety.gov

Website California Department of Education, Safe Schools Planning

Website California Military Department

Website California Department of Technology, Independent Security Assessment

Website U.S. Department of Homeland Security, Fusion Centers

Website California State Threat Assessment System

Website CSBA District and County Office of Education Legal Services

Website U.S. Secret Service, National Threat Assessment Center

Website Centers for Disease Control and Prevention

Website Federal Bureau of Investigation

Website National Center for Crisis Management

Website National School Safety Center

Website California Department of Education, Safe Schools

Website	California Governor's Office of Emergency Services
Website	California Healthy Kids Survey
Website	U.S. Department of Education
Website	CSBA

Cross References

Code	Description
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0400	Comprehensive Plan
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
0510	School Accountability Report Card
0510	School Accountability Report Card
1100	Communication With The Public
1112	Media Relations
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1313	Civility
1330	Use Of School Facilities
1330	Use Of School Facilities
1330.1	Joint Use Agreements
1340	Access To District Records
1340	Access To District Records
1400	Relations Between Other Governmental Agencies And The Schools
1445	Response To Immigration Enforcement
1445	Response To Immigration Enforcement
2210	Administrative Discretion Regarding Board Policy
3510	Green School Operations
3511	Energy And Water Management
3511	Energy And Water Management
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3514	Environmental Safety
3514	Environmental Safety
3514.1	Hazardous Substances
3514.1	Hazardous Substances
3514.2	Integrated Pest Management
3515	Campus Security
3515	Campus Security

3515.2 Disruptions
3515.2 Disruption
3515.3 District Police/Security Department
3515.3 District Police/Security Department
3515.31 School Resource Officers
3515.4 Recovery For Property Loss Or Damage
3515.4 Recovery For Property Loss Or Damage
3515.5 Sex Offender Notification
3515.5 Sex Offender Notification
3515.7 Firearms On School Grounds
3516 Emergencies And Disaster Preparedness Plan
3516 Emergencies And Disaster Preparedness Plan
3516.1 Fire Drills And Fires
3516.2 Bomb Threats
3516.3 Earthquake Emergency Procedure System
3516.5 Emergency Schedules
3530 Risk Management/Insurance
3530 Risk Management/Insurance
3543 Transportation Safety And Emergencies
4112.41 Employee Drug Testing
4112.41 Employee Drug Testing
4119.11 Sexual Harassment
4119.11 Sexual Harassment
4119.23 Unauthorized Release Of Confidential/Privileged Information
4131 Staff Development
4140 Bargaining Units
4141.6 Concerted Action/Work Stoppage
4141.6 Concerted Action/Work Stoppage
4157 Employee Safety
4157 Employee Safety
4158 Employee Security
4158 Employee Security
4212.41 Employee Drug Testing
4212.41 Employee Drug Testing
4219.11 Sexual Harassment
4219.11 Sexual Harassment
4219.23 Unauthorized Release Of Confidential/Privileged Information
4231 Staff Development
4240 Bargaining Units
4241.6 Concerted Action/Work Stoppage
4241.6 Concerted Action/Work Stoppage
4257 Employee Safety
4257 Employee Safety
4258 Employee Security
4258 Employee Security
4312.41 Employee Drug Testing
4312.41 Employee Drug Testing
4319.11 Sexual Harassment
4319.11 Sexual Harassment

4319.21 Professional Standards
4319.21-E(1) Professional Standards
4319.23 Unauthorized Release Of Confidential/Privileged Information
4331 Staff Development
4340 Bargaining Units
4357 Employee Safety
4357 Employee Safety
4358 Employee Security
4358 Employee Security
5020 Parent Rights And Responsibilities
5020 Parent Rights And Responsibilities
5112.5 Open/Closed Campus
5113 Absences And Excuses
5113 Absences And Excuses
5113.1 Chronic Absence And Truancy
5113.1 Chronic Absence And Truancy
5116.1 Intradistrict Open Enrollment
5116.1 Intradistrict Open Enrollment
5131 Conduct
5131.2 Bullying
5131.2 Bullying
5131.4 Student Disturbances
5131.4 Student Disturbances
5131.41 Use Of Seclusion And Restraint
5131.5 Vandalism And Graffiti
5131.6 Alcohol And Other Drugs
5131.6 Alcohol And Other Drugs
5131.61 Drug Testing
5131.62 Tobacco
5131.62 Tobacco
5131.63 Steroids
5131.63 Steroids
5131.7 Weapons And Dangerous Instruments
5131.7 Weapons And Dangerous Instruments
5131.8 Mobile Communication Devices
5132 Dress And Grooming
5132 Dress And Grooming
5136 Gangs
5136 Gangs
5137 Positive School Climate
5138 Conflict Resolution/Peer Mediation
5141.22 Infectious Diseases
5141.22 Infectious Diseases
5141.4 Child Abuse Prevention And Reporting
5141.4 Child Abuse Prevention And Reporting
5141.52 Suicide Prevention
5141.52 Suicide Prevention
5142 Safety
5142 Safety

5142.2 Safe Routes To School Program
 5142.2 Safe Routes To School Program
 5144 Discipline
 5144 Discipline
 5144.1 Suspension And Expulsion/Due Process
 5144.1 Suspension And Expulsion/Due Process
 5144.2 Suspension And Expulsion/Due Process (Students With Disabilities)
 5145.12 Search And Seizure
 5145.12 Search And Seizure
 5145.3 Nondiscrimination/Harassment
 5145.3 Nondiscrimination/Harassment
 5145.6 Parent/Guardian Notifications
 5145.6-E(1) Parent/Guardian Notifications
 5145.7 Sexual Harassment
 5145.7 Sexual Harassment
 5145.9 Hate-Motivated Behavior
 5148.2 Before/After School Programs
 5148.2 Before/After School Programs
 6020 Parent Involvement
 6020 Parent Involvement
 6141.2 Recognition Of Religious Beliefs And Customs
 6141.2 Recognition Of Religious Beliefs And Customs
 6142.3 Civic Education
 6142.4 Service Learning/Community Service Classes
 6142.8 Comprehensive Health Education
 6142.8 Comprehensive Health Education
 6153 School-Sponsored Trips
 6153 School-Sponsored Trip
 6158 Independent Study
 6158 Independent Study
 6159 Individualized Education Program
 6159 Individualized Education Program
 6164.2 Guidance/Counseling Services
 6173.1 Education For Foster Youth
 6173.1 Education For Foster Youth
 6184 Continuation Education
 6184 Continuation Education
 7214 General Obligation Bonds
 7214 General Obligation Bonds
 9010 Public Statements
 9011 Disclosure Of Confidential/Privileged Information
 9320 Meetings And Notices
 9321 Closed Session
 9321-E(1) Closed Session
 9321-E(2) Closed Session

(3/08 11/11) 7/16 12/18



**SHANDON JOINT UNIFIED SCHOOL DISTRICT
CAREGIVER'S AUTHORIZATION AFFIDAVIT
ATTACHMENT A**

Instructions: Completion of items 1-4 and the signing of the affidavit is sufficient to authorize enrollment of a minor in school and authorize school-related medical care. Completion of items 5-8 is additionally required to authorize any other medical care. Print clearly. Use of this affidavit is authorized by Part 1.5 (commencing with Section 6550) of Division 11 of the California Family Code.

The minor named below lives in my home and I am eighteen years of age or older.

1. Name of Minor: _____

2. Minor's Birth Date: _____

3. My Name (Adult Giving Authorization): _____

4. My Home Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work: _____ Cell: _____

5. I am a relative of the minor as follows:

☐ Grandparent ☐ Aunt ☐ Uncle

☐ Other Qualified Relative: _____ (Specify. See back of this form for a definition of a "qualified relative.")

6. Check one or both (for example if one parent was advised and the other cannot be located):

☐ I have advised the parent(s) or other person(s) having legal custody of the minor of my intent to authorize medical care, and have received no objection.

☐ I am unable to contact the parent(s) or other person(s) having legal custody of the minor at this time, to notify them of my intended authorization.

7. My Date of Birth: _____

8. My California driver's license or identification card or government-issued consular card number:

WARNING: Do not sign this form if any of the statements above are incorrect, or you will be committing a crime punishable by a fine, imprisonment, or both.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Signed: _____

Dated: _____

Notices:

1. This declaration does not affect the rights of the minor's parents or legal guardian regarding the care, custody, and control of the minor, and does not mean that the caregiver has legal custody of the minor.
A person who relies on this affidavit has no obligation to make any further inquiry or investigation.

Additional Information:**TO CAREGIVERS:**

1. "Relative," for purposes of item 5, means an adult who is related to the child by blood, adoption, or affinity within the fifth degree of kinship, including stepparents, stepsiblings, and all relatives whose status is preceded by the words "great," "great-great," or "grand," or the spouse of any of these persons even if the marriage was terminated by death or dissolution.
2. The law may require you, if you are not a relative, or a currently licensed, certified, or approved foster parent, to obtain resource family approval pursuant to Section 1517 of the Health and Safety Code or Section 16519.5 of the Welfare and Institutions Code in order to care for a minor. If you have any questions, please contact your local department of social services.
3. If the minor stops living with you, the affidavit is no longer valid. You are required to notify any school, health care provider, or health care service plan to which you have given this affidavit that the minor is no longer living with you and that, as a result, the affidavit is no longer valid.
4. If you do not have the information requested in item 8 (California driver's license or I.D., or government-issued consular card), provide another form of identification such as your social security number or Medi-Cal number.

TO SCHOOL OFFICIALS:

1. Section 48204 of the Education Code provides that this affidavit constitutes a sufficient basis for a determination of residency of the minor, without the requirement of a guardianship or other custody order, unless the school district determines from actual facts that the minor is not living with the caregiver.
2. The school district may require additional reasonable evidence that the caregiver lives at the address provided in item 4.
3. A seal or signature of the court is not required. This form is not required to be notarized.

TO HEALTH CARE PROVIDERS AND HEALTH CARE SERVICE PLANS:

1. When signed by a relative, this affidavit shall confer the same rights to authorize medical care and dental care for the minor that are given to guardians under Section 2353 of the Probate Code. The medical care authorized by a relative caregiver may include mental health treatment subject to the limitations of Section 2356 of the Probate Code.
2. A health care service provider who acts in good faith reliance upon a caregiver's authorization affidavit to provide medical or dental care, without actual knowledge of facts contrary to those stated on the affidavit, is not subject to criminal liability or to civil liability to any person, and is not subject to professional disciplinary action, for that reliance if the applicable portions of the form are completed. A seal or signature of the court is not required. This form is not required to be notarized.
3. This affidavit does not confer dependency for health care coverage purposes.

SHANDON JOINT UNIFIED SCHOOL DISTRICT

101 South First Street Box 79, Shandon, CA 93461

Kristina Benson, Ed.D Superintendent/Principal TELEPHONE: (805) 238-0286 FAX: (805) 238-0777

Board of Trustees: Marlene Thomason, Deirdre Schragl, Katharine Twisselman, Jennifer Moe, Jesse Cuellar

ATTACHMENT B

Checklist for Review of Caregiver's Authorization Affidavit

1. Confirm the Correct Form is Being Used.

- ☐ The document is titled "Caregiver's Authorization Affidavit."
- ☐ If a form other than one provided by the District is used, ensure it contains the same information and language.

2. Verify the Student's Information.

- ☐ Student's full name and date of birth are listed.
- ☐ Confirm the information matches the student enrollment records.

3. Verify the Caregiver's Identity and Relationship.

- ☐ Caregiver's full name, address, and contact information are listed.
- ☐ Caregiver has checked one of the boxes confirming they are a qualified relative of the student. [Note: "Relative" includes an adult who is related to the child by blood, adoption, or an affinity within the fifth degree of kinship, including all stepparents, stepsiblings, and all relatives whose status is preceded by the words 'great,' 'great-great,' or 'grand,' or the spouse of any of these persons. A relative by affinity is a relation that one spouse has to the blood relatives of the other spouse.
- ☐ Caregiver has indicated either: (1) they have advised the parent; (2) they are unable to contact the parent.

4. Review Signature and Dates.

- ☐ Caregiver has signed and dated the form.
- ☐ The signature includes acknowledgement under the penalty of perjury.

5. Request Evidence of Residence.

- ☐ Request "reasonable evidence" that the caregiver lives at the address provided (e.g., utility bill, government-issued identification, etc.).

6. Provide a Copy of the Documents to the [Superintendent or Other Designated Person] for Final Approval.

7. Upon Approval, Process.

- ☐ Accept the affidavit in lieu of proof of guardianship for enrollment purposes.
- ☐ Place a copy of the affidavit in the student's cumulative file.
- ☐ Note in the student's information system that enrollment/authority is based on a Caregiver's Authorization Affidavit.

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ATTACHMENT C

Steps for Responding to On-Campus Immigration Enforcement

1. Immediately notify the [Superintendent or designated administrator] of the officer's presence and any request by any officer seeking access to the school site or any student to conduct immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints, warrants, etc.).
2. Advise the officer that before proceeding with their request, and absent exigent circumstances, you must first receive notification and direction from the [Superintendent or administrator].
3. Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.
4. Ask the officer for their reason for being on school grounds and document it.
5. Ask the officer to produce any documentation they claim authorizes school access. A judicial subpoena, judicial warrant, or court order may authorize access to specific areas.
6. Make a copy of all documents provided by the officer to retain for school records.
7. If the officer declares that exigent circumstances exist and demands immediate access to the campus, District personnel should comply with the officer's orders and immediately contact the [Superintendent or other administrator].
8. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation. If the officer has:
 - a. An ICE (Immigrations and Customs Enforcement) administrative warrant or a subpoena for production of documents or other evidence, inform the officer that you cannot consent to any request without first consulting with the District's counsel or the [Superintendent or administrator].
 - b. A federal judicial warrant (search-and-seizure warrant or arrest warrant), prompt compliance with such a warrant is usually legally required. If feasible, consult with the District's legal counsel or the [Superintendent or administrator] before providing the agent access to the person or materials specified in the warrant.
9. While you should not consent to an officer seeking access for immigration enforcement purposes, except as described above, you should not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, document their actions while on campus and, if feasible, accompany them at all times.

10. After the encounter with the officer, promptly take written notes of all interactions with the officer, including:
 - a. List or copy of the officer's credentials and contact information;
 - b. Identity of all school personnel who communicated with the officer;
 - c. Details of the officer's request;
 - d. Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
 - e. Your response to the officer's request;
 - f. Any further action taken by the agent; and
 - g. Photo or copy of any documents presented by the agent.
11. Notify parents or guardians as soon as possible (unless prevented by a judicial warrant or subpoena) and do so before an officer questions or removes a student for immigration enforcement purposes (unless a judicial warrant has been presented).
12. Provide a copy of the notes taken, and associated documents collected from the officer, to the [Superintendent and/or other administrator].

ATTACHMENT D

SB 98: Immigration Enforcement Notification

Senate Bill 98 requires K-12 schools in the district to comply with immigration enforcement notification procedures. Parents, staff, and students must be notified when immigration enforcement is on campus. The date, time, and location of immigration enforcement on campus must be reported. The content and timing of a notification shall consider the safety and well-being of the pupils, employees, and community members of the school site when determining when and how to issue the notification. The District shall train and designate District administrator/s to be the primary point person/s for handling issues with immigration enforcement. The District shall also provide training to all school personnel on how to respond to immigration enforcement.

The District shall designate a person or persons to monitor the school's entry and exit points. This person will ensure no uninvited individuals have unauthorized access to students on campus. This person will also be responsible for logging names, dates, and times of guests who enter campus. The District also must not share any personal information with visitors on campus.

If immigration enforcement comes to campus, the District is allowed to ask for the officer's name and badge number for documentation. The District should ask the officer if they have an order signed by a judge, ex: a judicial warrant, authorizing them school access. If a judicial warrant is presented, the District must comply. The District shall consult legal counsel before providing access to the materials specified in the warrant. The District shall not present a student for questioning or consent to any searches, unless required by the judicial warrant.

If an immigration officer is without a warrant, the District administrator/s shall be notified immediately. In either scenario, the District must notify the student's parents if they are at risk of being detained. Student emergency contact information should also be consistently updated for proper notification. All interactions with immigration enforcement should be documented and provided to the superintendent, other administrators, and legal counsel. This documentation must include, if available, the officer's name, badge number, summary of the incident, and contents of the judicial warrant.

ATTACHMENT E

Subject: Notification of Immigration Enforcement Presence at [LEA site]

Dear Parents, Guardians, and Employees

We are writing to inform you of immigration enforcement activity on our campus, as required by California Senate Bill 98 and Education Code Section 32282.

Location: [Insert Specific Location, e.g., School Site Main Entrance Parking Lot / School Bus Stop at 5th and Main]

Date: [Insert Date]

Time of Confirmation: [Time]

Current Status:

Immigration enforcement officers [have left the LEA location/remain at that location as of the time of this message.] Insert any additional details as warranted such as potential description of activity. NOTE: The notification should be sent when the LEA confirms immigration enforcement presence at a school site. However, the LEA shall consider the safety and well-being of the pupils, employees, and community members of the school site when determining when and how to issue the notification.

Important Reminders:

Under the law, Immigration enforcement officers are not permitted to enter non-public areas of school grounds without a valid judicial warrant, subpoena, or court order.

For more information regarding the LEA's policy regarding responding to immigration enforcement officers, they are available here www.shandonschools.org.



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MEMORANDUM

PRIVILEGED & CONFIDENTIAL ATTORNEY-CLIENT COMMUNICATION

DATE: January 16, 2026 (updated 1/23/26) **CLIENT/MATTER:** 1173-003
TO: SLO Consortium
Education Services Council
FROM: Chelsea Olson Murphy
RE: Immigration Guidance

Introduction

In response to the rescission of federal agency policies limiting immigration enforcement on school grounds and concerns related to federal immigration enforcement actions, there were several new bills signed into law in California. This memorandum provides a summary of these new laws as well as tools for LEAs to utilize when implementing. Note that all school personnel should be trained in responding to immigration enforcement with frontline staff receiving more extensive training. Please feel free to reach out if you have questions or need additional information.

AB 495, the Family Preparedness Plan Act of 2025

This law became effective on January 1, 2026. The bill amends Family Code section 6550 to expand the statutory definition of "relative" for purposes of executing a Caregiver's Authorization Affidavit, thereby authorizing a broader category of relatives to enroll students and consent to school-related medical care without parental consent or judicial oversight.

Expansion of Caregiver Eligibility

Prior to the enactment of AB 495, the scope of individuals authorized to execute a Caregiver's Authorization Affidavit was limited to certain categories of relatives as defined in Family Code section 6550. Specifically, a "relative" included a spouse, parent, stepparent, brother, sister, stepsister, half-brother, half-sister, aunt, uncle, niece, nephew, first cousin, or any person denoted by the prefix "grand" or "great" who resided with the minor. (See Fam. Code § 6550, subd. (h)(2).) These individuals, if 18 years of age or older, upon executing the affidavit under penalty of perjury, were permitted to enroll the child in school and authorize school-related medical care, including immunizations and physical exams, without a court order or parental consent. (See Fam. Code § 6550, subd. (a).)

AB 495 expands the definition of "relative" to include "an adult who is related to the child by blood, adoption, or an affinity within the fifth degree of kinship, including all stepparents, stepsiblings, and all relatives whose status is preceded by the words 'great,' 'great-great,' or 'grand,' or the spouse of any of the[se] persons." (See Fam. Code § 6550.) A relative by affinity is not defined in the statute, but the dictionary definition states, "relation that one spouse has to the blood relatives of the other spouse; relationship by marriage." (See Black's Law Dict. 8th ed. 2004) p. 63, col. 2.) This change significantly broadens the pool of eligible caregivers to include great-grandparents, extended kin such as great-aunts and uncles, step-grandparents, and in-laws, and other extended family members who may not have previously qualified under the statute.

Importantly, to be eligible, the caregiver must reside with the child at the time the affidavit is completed. The affiant must declare under penalty of perjury that they are a qualifying relative and that the child is residing with them. No additional documentation, court order, or parental consent is required to validate the affidavit. This expansion is intended to accommodate families facing temporary separation due to incarceration, immigration enforcement, military deployment, or medical incapacity, and reflects a legislative intent to reduce barriers to school enrollment and access to medical care for vulnerable children.

Revisions to the Statutory Caregiver's Authorization Affidavit Form

AB 495 also amends the Caregiver's Authorization Affidavit form, codified in Family Code section 6552, to reflect the expanded definition of "relative." The revised form permits the inclusion of a consular identification number, which may assist immigrant families in establishing caregiver relationships. The affidavit remains self-executing and may be presented to school officials as sufficient legal authority to enroll a child and authorize school-related medical care.

We have included an updated Template Caregiver Authorization Affidavit and Checklist for Review of Caregiver Authorization Affidavit as Attachments A and B.

Restrictions on Immigration Enforcement

AB 495 revises Education Code § 234.7 to state that immigration enforcement officers are prohibited from entering nonpublic areas of a schoolsite for any purpose without presenting a

valid judicial warrant, subpoena, or court order. (See Ed. Code, § 234.7, subd. (a)(2).) School officials are also required, to the extent practicable, to request valid identification from any such officer seeking access. (*Id.*) The statute expressly preserves the right of LEAs and school officials to consult legal counsel and challenge the validity of such documents in a court of competent jurisdiction. (*Id.*)

In addition, AB 495 requires superintendents and charter school principals to report any requests for information or access to a schoolsite by law enforcement personnel seeking to enforce immigration laws. (See Ed. Code, § 234.7, subd. (c).) These reports must be made to the governing board or body of the LEA in a timely manner and must preserve the confidentiality of any potentially identifying information. (*Id.*)

Please see Attachment C providing steps for Response to On-Campus Immigration Enforcement.

Collection and Disclosure of Student Information

AB 495 also imposes new restrictions on the collection and disclosure of student and family information by LEAs and school personnel. These provisions are designed to protect privacy and prevent the misuse of sensitive data in immigration-related contexts.

Specifically, LEAs and school personnel are prohibited from collecting information or documents regarding the citizenship or immigration status of pupils or their family members, except as required by State or federal law. (See Ed. Code, § 234.7, subd. (a)(1).) This prohibition reflects a legislative intent to protect student privacy and prevent chilling effects on school attendance and engagement.

Further, LEAs may not disclose to immigration enforcement officers any education records or personal information about a pupil or the pupil's family—including home address, travel schedule, or other personal data as defined in Civil Code section 1798.3(a)—without written parental consent or a valid judicial warrant, subpoena, or court order. (See Ed. Code, § 234.7, subd. (b).) Any disclosure made pursuant to a judicial warrant, subpoena, or court order must comply with the parent notification requirements set forth in 34 C.F.R. § 99.31(a)(9)(ii), consistent with the Family Educational Rights and Privacy Act ("FERPA").

Comprehensive School Safety Plan (SB 98)

The new law requires that when a comprehensive school safety plan is next reviewed and updated, but by no later than March 1, 2026, it must include procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite. Under the law, "[t]he content and timing of a notification ... shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite when determining when and how to issue the notification to parents and guardians of pupils, teachers, administrators, and school personnel." (Ed. Code, § 32282(a)(2)(N).)

We have included draft school safety plan language as Attachment D. We have also included a template parental notification as Attachment E. These should be reviewed and updated to reflect the LEAs approach and the individual circumstances involved.

Updated Policies

These new laws also mandate updating policies governing immigration enforcement and student data privacy. The California Attorney General was required to revise existing model policies by December 1, 2025 and did issue updated guidance in early December to reflect the new statutory restrictions on immigration enforcement and data disclosure. (See Ed. Code, § 234.7, subd. (g).)

All LEAs must adopt the updated model policies—or equivalent policies—by March 1, 2026. (See Ed. Code, § 234.7, subd. (h).) LEAs are also required to maintain these policies and make them available to the California Department of Education upon request. (See Ed. Code, § 234.7, subd. (j).) We are still confirming whether CSBA will provide model updates incorporating the Attorney General’s updated guidance and will keep the group informed.

Additional Notification/Posting Requirements

Family Notification Requirements

Pursuant to AB 419, LEAs must do all of the following:

- Provide information to parents and guardians, as appropriate, regarding their children’s right to a free public education, regardless of immigration status or religious beliefs.
- This information shall include information relating to the Immigration-Enforcement Actions at California Schools Guide for Students and Families, also known as “Know Your Educational Rights,” developed by the Attorney General and may be provided in the annual notification to parents and guardians pursuant to Section 48980 or any other cost-effective means determined by the local educational agency. The link to the guide is included below.
- The “Know Your Educational Rights Guide” must be posted in the administrative buildings and on the internet websites of both the LEA and each of its school sites.
- The Guide shall be posted in every language that the Attorney General provides and shall be updated the school year following any updates published by the Attorney General. The Guide is currently only available in English and Spanish but please doublecheck before posting. (<https://oag.ca.gov/system/files/attachments/press-docs/Immigration-Enforcement%20Actions%20at%20California%20Schools.pdf> (English); <https://oag.ca.gov/system/files/attachments/press-docs/Immigration-Enforcement%20Actions%20at%20California%20Schools-es.pdf> (Spanish).)

Employee Notification Requirements

Senate Bill 294, the Workplace Know Your Rights Act (Act), requires the Labor Commissioner's Know Your Rights notice be distributed as a stand-alone notice to all employees by February 1, 2026. (<https://www.dir.ca.gov/dlse/Know-Your-Rights-Notice/Know-Your-Rights-Notice-English.pdf>.)

It must be distributed in a manner that the LEA normally uses to communicate employment-related information, which may include personal service, email, or text message, if it can be received by the employee within one (1) business day of sending. (Labor Code section 1553(a).)

This notice must also be provided annually and to new employers upon hire. (Note the Labor Commissioner's Office indicates that the notice will be updated annually.)

This written notice must also be provided to the employees' union representative, if applicable, annually by electronic or regular mail. (Labor Code section 1553(a).)

Records of compliance with the notice requirement for three (3) years, including the date of that each written notice was provided. (Labor Code section 1553(e).)

Additionally, on or before March 30, 2026, the employer is required to provide an existing employee the opportunity to name an emergency contact. Newly hired employees must also be given this opportunity at the time of hire. (Labor Code section 1555(b).) If an employee has designated an emergency contact for this purpose, the employer must notify the designated emergency contact if the employee is arrested or detained on their worksite. If the arrest or detention occurs during work hours, or during the performance of the employee's job duties, but not on the worksite, the employer must notify the employee's designated emergency contact only if the employer has actual knowledge of the arrest or detention of the employee. (Labor Code section 1555.)

Enclosures: Attachment A – Template Caregiver Authorization Affidavit
Attachment B – Checklist for Review of Caregiver Authorization Affidavit
Attachment C – Response to On-Campus Immigration Enforcement
Attachment D – School Safety Plan Draft Language
Attachment E – Parental Notification Template