

# Comprehensive School Safety Plan SB 187 Compliance Document

**2016-17  
School Year**

**School:** Dixie Elementary School  
**CDS Code:** 21 65318 6024160  
**District:** Dixie Elementary School District  
**Address:** 1175 Idylberry Dr.  
San Rafael, CA 94903-1131  
**Date of Adoption:**

**Approved by:**

Name	Title	Signature	Date
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## Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Dixie Elementary School Office.

### Safety Plan Vision

What is a safe school?

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by:

- Sensitivity and respect for What is a safe school?
- Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by:
- Sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds);
- An environment of nonviolence;
- Clear behavioral expectations;
- Disciplinary policies that are consistently and fairly administered;
- Students' affiliation and bonding to the school;
- Support and recognition for positive behavior; and
- A sense of community on the school campus.

Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.?

Taken from "Safe Schools: A Planning Guide for Action"



## Components of the Comprehensive School Safety Plan (EC 32281)

### Dixie Elementary School Safety Committee

#### Assessment of School Safety

Requirement:

SB 187: Comprehensive School Safety Plan (per Education Code 32282)

- School sites develop a Comprehensive School Safety Plan relevant to the needs and resources of the school district.
- Small school districts with an ADA of 2,501 units may develop a district wide Comprehensive School Safety Plan that is applicable to each school site.
- Plans must be reviewed and adopted annually.
- Comprehensive School Safety Plans must be evaluated and amended as needed on an annual basis.
- Comprehensive School Safety Plans be reviewed with school site staff annually.
- School sites should complete annual update/evaluation of a Comprehensive School Safety Plan.
- School sites develop Action Plan to remedy safety concerns identified.

Process:

Dixie School District administrators will review the plan's strengths and weaknesses with their staff, site council, and community members on an annual basis. Changes and additions to the plan will be accomplished by following the established timeline and completing the required documentation.

Timeline

By Start of School Year

Administrator(s) review school safety plan with school staff and submit any changes to emergency team personnel to district office by mid-September. Site maintenance designee will instruct principal on where critical shut off valves are located and how to turn them on and off. Before and after care program personnel will be notified of procedures and responsibilities.

October

Administrator(s) review the school safety plan and receive input from staff (and Site Council) to complete the Annual Verification and Update/Evaluation Form.

November

Action Plans are developed to address safety concerns described in the Annual Update/Evaluations Form and corrective action is initiated to make needed change(s).

December

Implementation of Action Plans are completed and submitted to the Superintendent.

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

Our goal at Dixie School is to provide clear guidelines for student behavior. This plan will combine recognition of positive behavior as well as establish logical consequences for unacceptable behavior. A copy of Dixie's School Rules is provided at the start of the school year to all families. Please discuss the school rules and the Behavior Management Plan with your child, return the parent/student signature page and keep this information at home for your reference.

The Behavior Management Plan has several components:

"Lion's Roar" certificate - Students displaying positive behavior that promote Dixie LifeSkills will receive a special certificate recognizing the appropriate behavior. Additionally students can enter their name into a drawing that will be conducted on a regular basis. Students whose names are drawn are honored at monthly or weekly school-wide assemblies. Recognition such as "head of the lunch line" passes and other special privileges may also be given to those students whose names are drawn.

Additionally students may receive written citations for unacceptable behavior outside of the classroom. Minor Infraction Citations will be given for those offenses that generally get a warning or a benching such as poor sportsmanship, arguing with a teacher/yard supervisor or pushing others. If a student receives a minor infraction citation they will be asked to explain the rule they broke and may write how they will behave the next time in a similar situation. A copy of the citation will be kept on file in the classroom.

The consequences for receiving minor infraction citations are as follows:

First citation:

- Student benched for remainder of recess or given school service job
- Copy of citation sent home for parent's signature
- Citation must be returned signed next day or student will not have full recess until it is returned

Second Citation

- Student benched for remainder of recess or given school service job
- Parent called and warned of second citation consequence
- Copy of citation sent home and must be returned signed or student will not have full recess until it is returned.

Third Citation

- Student benched for remainder of recess or given school service job
- A student, parent, teacher and/or principal conference is held
- A student behavior plan/contract is established

Fourth Citation

- Student benched for remainder of recess or given school service job.
- Student placed on "in-school" suspension for remainder of day
- Parent called and copy of citation sent home

The second type of behavior referral is the Major Infractions Citation and may call for immediate principal, teacher and/or parent involvement. Examples of major infractions are the use of excessive physical force/fighting, excessive swearing, vandalism, stealing, defiance of authority, or possession of weapons. As required by the State of California, students will be immediately suspended for possession of weapons, drugs or alcohol.

The consequences for receiving a major infractions citation may include, but are not limited to;

- Student sent to office and parent notified
- In-school or at home suspension
- Recommendation to Superintendent for expulsion

Working together we can help our students use the Dixie LifeSkills and follow our School Rules. We want our students to understand what appropriate behavior looks like and be able to demonstrate it on a daily basis. At the end of each school year, all citations will be cleared and students will "start over" with fresh behavior records. Dixie classroom teachers and support staff will review the School Rules and explain them to students during the month of September. We appreciate your support in helping to make our school a safe and happy place for all students.

In addition, Dixie School uses the No Bully-Solution Team® System to encourage and foster positive peer-to-peer relationships and reduce student conflict. School staff is trained annually in the Solution Team® Coaches Model and all members of our school community (staff, students and parents) understand how to initiate the process.

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

Staff members are required to report all suspected child abuse situations. Failure to make a telephone report within 24 hours is a misdemeanor. A written report must follow within three days unless you are advised otherwise. In either case, always document that a call has been made to either Children and Family Services (CFS) or the police.

Although you are responsible for making the report, you may consult with the principal or ask for assistance. You are not required to do so.

Be careful to not put yourself in the role of an investigator in trying to ferret more information from a child; this is the function of CFS or the police. It is sufficient and appropriate to report a suspected child abuse. The law is designed to provide confidentiality to the reporter.

All staff are required to complete and pass a annual Mandated Reporting on line training.

References: California Penal Code, 11166.5, 11166

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

### **Disaster Plan (See Appendix C-F)**

Dixie School District's Emergency Preparation Plan, in conjunction with school site emergency plans, provides a framework for protecting students, staff, and school facilities and describes the responsibilities of staff members for a wide range of emergency and disaster situations. It has been prepared in compliance with legal requirements and in cooperation with the Marin County Office of Education (MCOE) and local Office of Emergency Services (OES). In the event of a widespread emergency, it is recognized that available government resources may be unable to respond to all requests for assistance. This plan assumes the common standard that a school or classroom site must be self-sufficient for 72 hours.

#### Levels of Emergencies

Emergencies are described by one of the following three levels:

**Level One Emergency:** A localized emergency which school district personnel can handle by following the procedures in their own emergency plan. Examples: power outage, minor earthquake, etc.

**Level Two Emergency:** A moderate to severe emergency, somewhat beyond the school district response capability, which may require mutual aid assistance from the fire department, Sheriff's Department, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

**Level Three Emergency:** A major disaster, clearly beyond the response capability of school district personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

#### Authorities and References

The Plan is based on federal and state law and district policy.

#### Plan Implementation

The Plan will be:

1. initiated by the Superintendent, principal or designee when conditions exist which warrant its execution.
2. Implemented by all staff who will remain at school and perform those duties as assigned until released by the principal or Superintendent/designee. Priority release will be considered. If an emergency occurs outside of school hours, sign-in and time sheets will be provided to staff who are able to report to a site as Disaster Service Workers, a condition of employment per Government Code Section 3103.
3. Reviewed at least annually by the School Site Council.
4. Emergency and disaster functions have been identified and pre-assigned.
5. Emergency Teams will be updated at least annually by the September 11th date designated by the Superintendent.

#### Hazard Assessment

Each school year, prior to the arrival of the teaching staff, the maintenance director and crew, and principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open- space areas.

## **Public Agency Use of School Buildings for Emergency Shelters**

### Staff Orientation/Training

All school staff will be oriented to this plan by the principal and/or designee by September 1st.

Selected staff members designated for medical responsibilities and site leadership shall have first aid and CPR certification and training in triage on an annual or semi-annual basis.

### Drills

In accordance with state law:

1. Evacuation drills will be conducted on a monthly basis.
2. Earthquake = Drop, Cover and Hold drills and Lockdown drills will be conducted twice a year.
3. Test earthquake plan, or portions thereof, on a rotating basis, at least two (2) times during the school year. (Section 560, Title V, California Administrative Code)
4. All students and staff will participate in these mandated drills.
5. A district wide drill/simulation is recommended yearly. All drills will be preceded by parent notification and will be followed with debrief sessions and plan revisions as needed.

### Evacuation Routes

The principal is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

### Parent Communication/Responsibility

All school sites utilize the School Messenger automated communication system to communicate with parents in emergency and non-emergency situations. This system gives parents multiple contact options (phone, cell phone, text, and e-mail) as well as providing the district with up-to-date contact information that is linked to our Aeries student database. We also have the ability to distribute all communications in multiple languages. The district does have the ability to coordinate this alert with Terra Linda High School if deemed necessary.

Pertinent components of this plan will be included in the beginning-of-school parent packet (Superintendent's letter and Principal's letter), as well as monthly principal newsletters and notices sent home as needed.

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick up their child in the event of an emergency.

### Supplies and Equipment

Disaster supplies and equipment are maintained as follows:

1. Emergency backpacks in each classroom, to include Student Emergency Forms and basic first aid supplies. At the start of the year, staff will review contents of packs.
2. First aid and other search and rescue supplies which may be needed during the first few hours following an emergency.
3. Tools for shutting off the utilities at each shut-off location.
4. Drinking water (two 55 gal barrels stored in first aid shed) will be recycled and replenished on an annual basis in August by district maintenance personnel.

### Emergency File

An Emergency File containing Emergency Contact Cards/Student Release information for all students will be maintained in the school office and will be taken by the school secretary whenever the school building is evacuated.

## Communications

During an emergency, telephones, cell phones, and walkie-talkies will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds. It is the responsibility of the superintendent/principal to disseminate information to the public.

## Emergency Actions:

When an emergency occurs, it is critical that every staff member takes immediate steps to protect themselves and others. Each staff member must become familiar with each EMERGENCY ACTION and be prepared to do assigned responsibilities.

All students are to be taught by staff what their actions are when each of the following EMERGENCY ACTIONS are implemented:

1. All Clear
2. Evacuation/Directed Transportation
3. Duck, Cover and Hold
4. Evacuate/Leave Building
5. Lockdown
6. Hold and Secure
7. Take Cover

## Emergency Preparedness Procedures:

This Plan establishes procedures to be followed which will nullify or minimize the effects of the emergencies listed below. The procedures are intended primarily as a ready reference for all staff to be carefully studied and practiced prior to the occurrence of an emergency.

The 12 emergencies outlined in this Plan are:

1. Bomb Threat
2. Chemical Accident
3. Earthquake
4. Explosion and/or Threat of Explosion
5. Fallen Aircraft
6. Fire
7. Flood
8. Irrational Behavior
9. Personal Emergencies
10. Rabid Animal/Animal Disturbance
11. Severe Windstorm

## 12. War

### PRINCIPAL'S RESPONSIBILITIES

The principal of the school is responsible for all pre-disaster planning and preparedness for the school. In the event of an emergency, the principal or his/her designee, will assume overall direction of disaster procedures for their school. The Superintendent/designee or principal is the sole representative of the school communicating with the media. The following alternates are appointed to act in succession in the absence of the principal regarding administration and supervision of all aspects of the emergency:

- Lead Teachers (Minimum of two):
- School Secretary:
- Head Custodian (Night and Day):

Every teacher should become thoroughly familiar with the contents of this emergency action guide, and students should be instructed in the procedures outlined for emergency action so they will be prepared to react quickly to instructions given to them in times of emergency.

Principal will meet with before care and after care program personnel and instructed at the start of the year on procedures of the safety plan. This includes procedures responsibilities.

### ACTION OF SCHOOL STAFF

**PRINCIPAL** – The principal, or in his/her absence, the designated representative shall assume overall direction of emergency procedures.

1. Direct evacuation of building, as required, for fire, threatened explosion, or following cessation of earthquake tremors.
2. Arrange for transfer of students if threatened by floods or approaching fires.
3. The Superintendent/designee or principal is the sole public information officer for communicating with the media and press unless designated otherwise.

**TEACHERS** – Teachers will be responsible for the supervision of students in their charge.

1. Direct evacuation of children in their charge to inside or outside assembly areas.
2. Give DROP/COVER/HOLD or DROP command during an earthquake or in a surprise attack.
3. Take roll when class relocates outside, inside an assembly area or at any other location.
4. Responsible for bringing emergency backpack out of classroom.
5. Report injured and/or missing students to the principal.
6. Send students in need of first aid to school nurse or person trained in first aid.

**TEACHERS (FIELD TRIPS)** – In the event of an emergency while on a field trip, teachers will:

1. Take small pack with Student Emergency Forms (in clipboard) and first aid kit on the field trip.
2. Follow emergency directions of local emergency officials.
3. Contact the school via telephone, or request local emergency officials to contact the school or school district officials.
4. Follow relevant procedures listed under "Teachers" (Above)

**INSTRUCTIONAL ASSISTANTS** – Instructional Assistants will assume responsibility for their assigned tasks, as outlined in the school's emergency plan.

### OFFICE PERSONNEL

1. Report fire or disaster to appropriate authorities.
2. Manage telephone, monitor radio emergency broadcast, serve as messenger, and aid in administering first aid.
3. Stand by office area as appropriate.
4. Will assume responsibility for their assigned tasks, as outlined in the school's emergency plan.

### CUSTODIANS/MAINTENANCE CREW

1. Examine building and plant for damage and keep principal informed of condition of plant.

2. Turn off utilities and ventilation systems as needed.
3. Check bathrooms and other random-use rooms in multi-purpose room, primary buildings and outside upper classroom area for students and/or staff.
4. Secure entrances and exits for use of emergency personnel.
5. Direct Fire Department or emergency personnel as needed.

SCHOOL NURSE – If present, administer first aid and supervise administration of first aid by those trained in it.

#### BUS DRIVERS

1. Supervise the care of children if emergency occurs while children are in bus.
2. Issue DROP/COVER/HOLD or DROP command if earthquake or surprise attack occurs while children are in bus.
3. Transfer students to new locations, as directed by Superintendent/designee.

OTHER STAFF – Evacuate children as per school emergency plan, remain with them in assigned area, and/or return them to teacher if teacher is in that area. Report injured and/or missing students to the principal, and send students in need of first aid to school nurse or person trained in first aid.

#### Emergency Teams:

During and after an emergency, the school's Emergency Teams are essential to ensure that everything possible is being done to save lives, prevent injuries, and protect property.

The Emergency Teams outlined in this Plan are:

- Communications Team
- Crisis Intervention
- Emergency Operations Center Team
- First Aid Team
- Maintenance/Fire Team
- Search and Rescue Team
- Student Release Team

#### Team Membership:

The School's Emergency Teams shall be comprised of personnel selected by the principal or designee. Each team will consist of individual team members, a team leader, and an alternate team leader. These persons shall receive training and participate in drills in preparation for an actual disaster in order to be fully prepared to respond both during and after the emergency.

#### Team Leader Responsibilities:

The leader of each team shall have a number of ongoing responsibilities, including the following:

- requesting the principal or designee to fill any vacancies on the team;
- arranging for the training of new members and alternates;
- ensuring that necessary supplies and equipment are maintained;
- recommending purchase of necessary supplies and equipment to the principal or designee;
- conducting annual meetings with team members to validate or update procedures;
- attending annual meetings with other team leaders and the principal or designee;
- determining where and under what conditions the team will meet during emergencies; and
- coordinating team activities during actual emergencies.

NOTE: Any school employee, as a disaster services worker, may be asked to assist an Emergency Team whenever necessary.

#### Personal Preparedness

When a major emergency occurs, every employee should be prepared and committed to serving their students. To do this each employee must:

- \* know and complete those assignments for which they are assigned.
- \* have the confidence that they have prepared their own families to deal with emergencies.

The time and energy an individual commits to being personally prepared will provide the best assurance that students and family are capable of dealing with emergency situations.

#### BUILDING UTILIZATION (Site Specific)

Communications and Control: School Office (South Side) Media Center: School Office (South Side)

First Aid: Multipurpose Room Stage/Patio Food/Water Distribution: Multipurpose Room Public Care Facility: Multipurpose Room

Holding Area for Casualties: Multipurpose Room Stage/Patio

Morgue: Library

Parent/Community Liaison:

Marin County Sheriff School Liaison: Josie Sanguinetti,

Utility Shut Off: Location (see maps)

\* Water: Main Valve – on Idylberry Road, directly across from Pikes peak Road, just up from Multipurpose Room, under a bush (requires crescent wrench; ¼ turn each valve)

\* Natural Gas: Main Valve – just west of the Multipurpose Room, in caged structure, corner of parking lot. Need a 3610 key to gain access, which is on the west side of structure. Use orange handle beside pipes for on/off.

\* Electricity: Panels – just west of the Multipurpose Room, in caged structure, corner of parking lot. Need a 3610 key to gain access, which is on the east side of structure.

#### EMERGENCY ACTION 1 ALL CLEAR

##### Description

This ACTION signifies the end of the ACTION that had been initiated.

##### Announcement

An announcement in person directly or over the public address system.

Example: Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) Thank you.

Use messengers with oral or written word as an alternate means of staff notification. Routing: Start at Office and move in both clockwise and counter clockwise directions.

Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.

Use Parent School Messenger Alert System if appropriate.

##### When Used

This ACTION is used as the final ACTION to conclude: Duck, Cover and Hold, Leave Building, Secure Building, Stand-By, Take Cover

#### EMERGENCY ACTION 2 DIRECTED TRANSPORTATION/EVACUATION

##### Description

Students and staff will be loaded into school buses, cars and any other available means of transportation and moved from an area of greater danger to an area of lesser danger.

Who is assigned to each loading area? Principal and Lead Teachers

Where is loading area? In front of school (designated bus zone)

What staff supervises this ACTION, and where? Superintendent, Principals, and Transportation Director (and/or Designees)

Use Parent School Messenger Alert System if time permits.

This Action will normally be preceded by Action STAND-BY or another Action.

#### Announcement

An announcement in person directly or over the public address system.

Example: Your attention please. (Pause) DIRECTED TRANSPORTATION when dismissal bell rings. (Pause) DIRECTED TRANSPORTATION (Pause) DIRECTED TRANSPORTATION (Pause) When the dismissal bell rings.

Use messengers with oral or written word as an alternate means of staff notification. Routing: Start at Office and move in both clockwise and counter clockwise directions.

#### When Used

This ACTION is considered appropriate for, but is not limited to, the following: Flood, Fire, Chemical accident

### EMERGENCY ACTION 3 DUCK, COVER, AND HOLD

#### Description

##### When inside

Upon the command: "DUCK, COVER AND HOLD", students and staff should immediately drop to the floor, get under their desk and hold on to desk legs. Desks should be arranged so that they do not face windows and faces should be facing away from windows as well.

##### When outside

Upon the command "DUCK, COVER AND HOLD", students and staff should immediately move away from buildings and other objects which might topple over, DROP to the ground and COVER the head in the same way as the Civil Defense Protective Position.

Use Parent School Messenger Alert System if appropriate. Principal and Communications Team will initiate this response.

#### Announcement

An oral command to "DUCK, COVER AND HOLD" (repeat as needed) given by the teacher or other staff member who realizes that an earthquake is occurring.

#### When Used

This ACTION is appropriate for: Earthquake, Explosion, Surprise attack

### EMERGENCY ACTION 4 EVACUATE/LEAVE BUILDING

#### Description

This is the orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety.

This ACTION should be followed by another action or a return to school buildings and normal class routine.

All clear signal: Given by principal.

Use Parent School Messenger Alert System when appropriate.

#### Announcement

Fire alarm (bell or horn signal).

Provided time is available, make an announcement in person directly or over the public address system which will indicate the nature of the emergency event.

Example: Your attention please. (Pause) LEAVE BUILDING, (Pause) LEAVE BUILDING, (Pause) LEAVE BUILDING.

Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

Routing: Start at Office and move in both clockwise and counter clockwise directions.

#### When Used

This ACTION is considered appropriate for, but is not limited to, the following:

Fire, Bomb threat, Chemical accident, Explosion or threat of explosion, Post earthquake Other similar occurrences which might make the school buildings unsafe

#### EMERGENCY ACTION 5 HOLD AND SECURE (Disturbance on campus or in the neighborhood)

##### Description

INDOORS: Teachers will hold students in classrooms, close blinds, lock doors, continue teaching and wait for further instructions. This will be followed by another ACTION or return to normal school activities.

OUTDOORS: Students and teachers are to move back indoors, returning to their classrooms and proceed with Indoor plan.

##### Announcement

An announcement in person directly or over the public address system

Example: "Your attention please. (Pause) HOLD AND SECURE, (Pause) HOLD AND SECURE, (Pause) HOLD AND SECURE. Additional information to follow."

Use messengers with oral or written word as an alternate means of faculty notification.

Routing: Start at Office and move in both clockwise and counter clockwise directions Use Parent School Messenger Alert System if appropriate.

#### When Used

This ACTION is appropriate for all disasters or emergencies, except those that occur without warning as well as an unsafe situation occurring off campus, not related to the school, (e.g. a bank robbery occurs near the school)

#### EMERGENCY ACTION 6 LOCKDOWN (Active Shooter, Extreme Violence)

##### Description

Indoors: Teachers, staff members, and volunteers are to immediately lock doors, have students hide behind tables, blockade doors when possible, remain out of sight and remain silent. Designated staff will sweep bathrooms for students prior to locking doors (if it is safe to do so).

While students are moving to designated safe areas of the classroom, close any shades and/or blinds if it appears safe to do so. Turn off lights and any lighted technology (computers, LCD, Document Reader, etc.) Remain as quiet as possible.

Teachers and students are to remain silent until a member of law enforcement or school administration unlocks the door and provides assurances, status of situation, and/or information on what to do next.

Outdoors: If a LOCKDOWN alert is called during recess or lunch, all adult supervisors will quickly and safely route/evacuate students off the campus to one of two designated off-campus locations.

Principal will review procedures of this drill with certificated and classified staff.

Staff will receive specific training and practice this drill once a year, routing students off campus to designated locations.

Local law enforcement agencies will be notified of the designated safe areas.

##### Announcement

If time permits, this drill will begin with one long extended bell, whistle, an announcement in person or an announcement directly over the public address system. Example: "Your attention please, Dixie School. (Pause) THIS IS A LOCKDOWN, (Pause) THIS IS A LOCKDOWN, (Pause) THIS IS A LOCKDOWN,"

#### When Used

This ACTION is considered appropriate for, but not limited to, the following: Extreme Violence, Active Shooter, Gunfire This ACTION will not normally be preceded by any warning. Use Parent School Messenger Alert System as soon as possible. Teachers should initiate this ACTION anytime they hear extremely violent behavior, gunfire, etc. outside their classroom.

#### EMERGENCY ACTION 7 TAKE COVER

##### Description

Move to and take refuge in the best-shielded areas within the school buildings. Use Parent School Messenger Alert System as soon as possible.

Announcement for Natural Disasters/Severe Weather

An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) TAKE COVER, (Pause) Severe Windstorm imminent."

Continuing short bell signals.

Use messengers with oral or written word as an alternate means of faculty notification.

#### When Used

This ACTION is appropriate for, but is not limited to, the following: Severe windstorm with little or no warning

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

#### DIXIE SCHOOL DISTRICT POLICY 5114 STUDENT SUSPENSION AND EXPULSION/DUE PROCESS

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

Suspended or expelled students shall be excluded from all school-related 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 is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

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

#### 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)

#### On-Campus Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the course work. The Board believes that in many cases, it would be better to address the student's misconduct 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 removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

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

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

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

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

#### Decision not to Enforce Expulsion Order

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

#### Legal Reference: EDUCATION CODE

212.5 Sexual harassment 1981 Enrollment of students

17292.5 Program for expelled students 33032.5 Hate violence reduction

35146 Closed sessions (re:suspensions)

35291 Rules (for government and discipline of schools) 35291.5 Rules and procedures on school discipline 48660-48666 Community day schools

48900-48926 Suspension and expulsion 48950 Speech and other communication 49073-49079 Privacy of student records CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production GOVERNMENT CODE

11525 Contempt

54950-54962 Ralph M. Brown Act (re closed sessions) HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia  
11053-11058 Standards and schedules LABOR CODE  
230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child  
PENAL CODE  
240 Assault defined  
242 Battery defined  
243.4 Sexual battery  
245 Assault with deadly weapon 261 Rape defined  
266c Unlawful sexual intercourse 286 Sodomy defined  
288 Lewd or lascivious acts with child under age 14 288a Oral copulation  
289 Penetration of genital or anal openings  
422.6 Interference with civil rights; damaging property  
422.7 Aggravating factors for punishment  
422.75 Protected classes  
626.2 Entry upon campus after written notice of suspension or dismissal without permission  
626.9 Gun-Free School Zone Act of 1995  
626.10 Dirks, daggers, knives, razors or stun guns  
868.5 Supporting person; attendance during testimony of witness UNITED STATES CODE, TITLE 20  
6301 - 8962 Improving America's Schools Act, especially: 8921 - 8922 Gun-Free Schools Act of 1994  
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301, 308  
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182 Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807  
80 Ops.Cal.Atty.Gen. 85 (1997)  
80 Ops.Cal.Atty.Gen. 91 (1997)  
80 Ops.Cal.Atty.Gen. 347 (1997)

First Reading (revised): January 9, 2001

Adopted (revised): January 9, 2001

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

If a Student or Staff Member Exhibits Irrational Behavior:

- Notify principal
- Notify nurse
- Isolate person from students
- Notify family (attempt to get direction as to how they want the situation handled)
- Protect individual from injury
- Make arrangements for necessary care of individual
- Notify Law Enforcement (911) if individual is endangering self or others (If violent, notify appropriate Law Enforcement Agency immediately.) Notify District Office.

Campus Visitor

- Notify principal
- Isolate person from students

- Request person to leave campus, if possible. Remain calm, talk in soft non-threatening manner, avoid hostile-type actions, except in cases when necessary to safeguard person or property.
- Use Hold and Secure procedures (Emergency Action 5, Hold and Secure)
- Notify appropriate Law Enforcement Agency. Notify District Office. Responsibility of Principal/Designee or Lead Teachers

## BULLYING

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)

### School Site Administrator's Report

At least twice each school year, the school site administrator shall notify the Superintendent or designee of the number and nature of complaints alleging violations of BP 5130, how the complaints were resolved (informal process or investigation), and whether any allegations were sustained. The school site administrators shall also notify the Superintendent when the Investigation Procedure has commenced with respect to any bullying complaint.

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, cafeterias.

Special attention should be provided in the classroom setting as recent studies have shown that this is a place where most bullying takes place.

### 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

#### Informal Mediation

The complainant will be advised of his/her right to explore resolution by informal mediation. If the complainant wishes to proceed with mediation, the site administrator or designee shall coordinate the process. If informal mediation does not result in a resolution that is satisfactory to the complainant, the Investigation Procedure below shall be initiated. If the complainant or respondent does not wish to participate in informal mediation, the investigation procedure below will be initiated.

#### Investigation Procedure

All complaints shall be investigated except if resolved by informal mediation, the complainant voluntarily withdraws the complaint in writing, or in the case of an anonymous complaint, insufficient information is provided for the Superintendent, or designee, to investigate. Bullying complaint investigations shall be handled in a serious, sensitive, and to the extent consistent with a thorough investigation and applicable law, confidential manner. The investigation shall be completed promptly, which ordinarily shall be within 25 school days during the school year, or 25 business days during the summer recess, after filing of the complaint unless the complainant agrees in writing to an extension. Any complainant who alleges bullying based on sex or gender shall not be required to confront the respondent during the investigation.

(1) Upon receipt of a verbal complaint, the complainant shall be asked for a written summary of the allegations. The site administrator or designee shall assist the complainant with preparing a written summary of the allegations if the complainant is unable to do so or if the complainant requests assistance.

(2) The investigator shall promptly inform the respondent of the allegation(s) and give him/her an opportunity to respond.

(3) The investigator shall inform complainant, respondent(s), and witnesses of the confidentiality of the complaint and investigation and the prohibition against retaliation.

(4) The investigator shall conduct an investigation to determine if the allegations of bullying are supported by a preponderance of evidence that a reasonable person would rely on in the conduct of serious affairs. The site administrator or designee will notify the complainant and respondent of the site administrator's determination.

(5) If any allegation of bullying is sustained by a preponderance of the evidence, the site administrator or designee will implement appropriate restorative, corrective and/or disciplinary action(s) to end the bullying and maintain an educational/work environment free of bullying.

(6) Within five (5) school days, or business days during the summer recess after receipt of notice of the site administrator's determination, if dissatisfied with the resolution of the complaint, the complainant may file a written appeal with the Superintendent who, after review of the matter, may sustain or overturn the determination with or without further investigation. If dissatisfied with the resolution of a complaint against any administrator, the complainant may appeal the resolution to the Governing Board which, after review of the matter, may sustain or overturn the determination with or without further investigation.

## Discipline

### Restorative/Corrective/Disciplinary Action

Anyone who is found to have engaged in bullying shall be subject to restorative, corrective, and/or disciplinary action(s) up to and including expulsion or dismissal. Disciplinary action(s) shall be in accordance with board policy and administrative regulations, state law, and any applicable collective bargaining agreement. Restorative, corrective, and/or disciplinary action(s) may include, but are not limited to, counseling for the complainant, other persons impacted by the bullying, and the respondent; verbal or written warnings; limiting respondent's contact with the complainant; school-wide actions, such as education and training, to stop the bullying and prevent a recurrence; and suspension, expulsion or dismissal in accordance with applicable policies, laws and/or collective bargaining agreements.

The District will also review and consider actions to remedy the impact of the bullying including, but not limited to, counseling services.

With regard to any student who is found to have engaged in bullying, the District will consider the nature of the behavior, the student's developmental age, and the student's behavioral history and special needs, if any.

### Special Assistance

To obtain additional information regarding this administrative regulation and Board Policy 5130, contact the Superintendent.

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

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

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

### Legal Reference: EDUCATION CODE

200-262.4 Prohibition of discrimination 32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students 35291-35291.5 Rules

48900-48925 Suspension or expulsion 48985 Translation of notices

### PENAL CODE

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

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

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

254 Universal service discounts (e-rate) COURT DECISIONS

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

Management Resources:

### CSBA PUBLICATIONS

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

Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010 Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

Bullying at School, 2003

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

Dear Colleague Letter: Harassment and Bullying, October 2010 WEB SITES

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

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss> Center for Safe and Responsible Internet Use:  
<http://cyberbully.org>

National School Boards Association: <http://www.nsba.org> National School Safety Center: <http://www.schoolsafety.us>

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

First Reading and Adoption: June 26, 2012 (replaces Policy 5130 adopted 12/11/07)

## BULLYING AND SEXUAL AND GENDER-BASED HARASSMENT REPORT FORM

### Reporting Procedure

Any student who believes that he, she or another person has been bullied in violation of BP 5130 is encouraged to promptly report the incident(s) to a teacher, a school counselor, the school site administrator, or the Superintendent. Any other employee who receives a complaint alleging bullying in violation of BP 5130 shall notify the student's teacher or the school site administrator no later than the next school day or, during the summer recess, the next business day. A "business day" is any day the District Office is open to the public. Complaints concerning the school site administrator should be reported directly to the Superintendent. The Superintendent shall identify an investigator to review the complaint.

Complaints concerning the Superintendent should be reported to the Governing Board whose designee shall be responsible for implementation of this administrative regulation in lieu of the Superintendent.

Anonymous complaints may be reported by mail to the Superintendent at 380 Nova Albion Way, San Rafael, CA 94903 or by phone by calling 415-492-3706 after regular business hours and leaving a voicemail message. The failure to provide sufficient information may limit the District's ability to investigate thoroughly or take other action in response to the complaint.

### Confidentiality

To the extent consistent with a thorough investigation and applicable laws the complaint shall be kept confidential. Any complainant who requests strict confidentiality shall be informed that the request may limit the District's ability to investigate or take other action in response to the complaint.

Anyone violating confidentiality shall be subject to appropriate restorative, corrective, and/or disciplinary action.

### Retaliation

The initiation of a bullying complaint shall not adversely affect the complainant's student status or grades.

Retaliation against the complainant or anyone participating in the investigation of a bullying complaint is prohibited. Allegations of retaliation shall be reviewed as a possible separate incident of misconduct which, if substantiated, shall be addressed with appropriate restorative, corrective, and/or disciplinary action.

### Time Limits

Students are encouraged to report complaints of bullying as soon as reasonably possible after the incident.

Any student who believes he or she has been harassed based on sex or gender is encouraged to promptly report the alleged incident(s) pursuant to Board Policy 5145.7 as soon as reasonably possible.

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

### STUDENT SEXUAL AND GENDER-BASED HARASSMENT

#### Purpose

Sexual or gender-based harassment is unlawful and will not be tolerated. It is the policy of the Governing Board of the Dixie School District to provide an educational environment free of unlawful sexual and gender-based harassment.

It is a violation of this policy for an employee, agent, or student or any party with which the Dixie School District has a cooperative agreement to engage in sexual or gender-based harassment.

This policy is intended to supplement, not replace, any applicable state or federal laws and regulations, and to secure, at the earliest level possible, an appropriate resolution to complaints of unlawful sexual or gender-based harassment.

#### Definitions of Sexual and Gender-Based Harassment

For the purposes of this policy, sexual or gender-based harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature, and acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex although not necessarily sexual in nature, made by someone from or in the work or educational setting under any of the conditions listed below:

- (a) Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

For the purpose of this policy gender-based harassment includes harassment based on a person's sex, gender identity, gender expression or nonconformity with gender stereotypes.

Sexual or gender-based harassment may occur as a pattern of degrading sexual and gender-based speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and threats or sexual demands.

Examples of conduct which may constitute a violation of this policy include, but are not limited to:

- (1) Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gesturing, display of sexually suggestive objects or pictures, or cartoons, whether conducted in person or through an electronic means.
- (2) Among peers, continuing to express sexual interest after being informed that the interest is unwelcome.
- (3) Within the educational environment, implying or actually withholding satisfactory evaluations or suggesting that promotion or favorable evaluations will be denied as a condition of receiving sexual favors.
- (4) Within the educational environment, engaging in sexual or gender-based harassment behavior to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student.
- (5) Slurs, threats, derogatory comments, unwelcome jokes, or degrading descriptions related to or because of actual or perceived gender, gender identity, gender expression, or sexual orientation.
- (6) Harassment because of actual or perceived non-traditional choice of extracurricular activities, apparel, personal grooming, or mannerisms.

Any expression by an adult of sexual interest in a student, regardless of stated or perceived mutuality, is inappropriate and shall be subject to corrective and disciplinary action under Board policies and regulations and applicable law.

#### Remedial and Corrective Actions

#### Informal Mediation

The complaining party will be advised of his/her right to explore resolution by informal mediation. If the complainant wishes to proceed with mediation, the site administrator or designee shall coordinate the process. If the informal process does not result in a resolution that is satisfactory to the complainant, the Investigation Procedure below shall be initiated.

If the complainant or respondent does not wish to participate in the informal process, the Investigation Procedure below will be initiated.

#### Investigation Procedure

All complaints shall be investigated except if resolved by informal mediation or the complainant voluntarily withdraws the complaint in writing.

Sexual or gender-based harassment complaint investigations shall be handled in a serious, sensitive, and to the extent consistent with a thorough investigation and applicable law, confidential manner. The investigation shall be completed promptly, which ordinarily shall be within 25 school days during the school year, or 25 business days during the summer recess, after filing of the complaint unless the complainant agrees in writing to an extension.

The complainant shall not be required to confront the respondent during the investigation of the complaint.

(1) Upon receipt of a verbal complaint, the complainant shall be asked for a written summary of the allegations. The site administrator or designee shall assist the complainant with preparing a written summary of the allegations if the complainant is unable to do so or if the complainant requests assistance.

(2) The investigator shall promptly inform the respondent of the allegation(s) and give him/her an opportunity to respond.

(3) The investigator shall inform complainant, respondent(s), and witnesses of the confidentiality of the complaint and investigation and the prohibition against retaliation.

(4) The investigator shall conduct an investigation to determine if the allegations of sexual or gender-based harassment are supported by evidence that a reasonable person would rely on in the conduct of serious affairs. The site administrator or designee will notify the complainant and respondent of the site administrator's findings.

(5) If any allegation of sexual or gender-based harassment is sustained by a preponderance of the evidence, the site administrator or designee will implement appropriate restorative, corrective and/or disciplinary action to end the harassing conduct and maintain an educational/work environment free of sexual or gender-based harassment.

(6) Within (5) school days, or business days during the summer recess after receipt of notice of the site administrator's determination, if dissatisfied with the resolution of the complaint, the complainant may file a written appeal with the Superintendent who, after review of the matter, may sustain or overturn the determination with or without further investigation.

If dissatisfied with the resolution of a complaint against any administrator, the complainant may appeal the resolution to the Governing Board which, after review of the matter, may sustain or overturn the determination with or without further investigation.

#### Administrative Regulations

##### School Site Administrator's Report

At least twice each school year, the school site administrator shall notify the Superintendent or designee of the number and nature of complaints alleging violations of BP 5145.7, how the complaints were resolved (informal process or investigation), and whether any allegations were sustained. The school site administrators shall also notify the Superintendent when the Investigation Procedure has commenced with respect to any sexual or gender-based harassment complaint

##### Notification

There will be adequate notification of the policy to include public posting. The policy will be published in site handbooks and/or the District Personnel Handbook.

##### Special Assistance

It is expected that questions may arise concerning this policy. For assistance in these matters, individuals may contact the Superintendent or designee.

Legal Reference:

Title VII of the Civil Rights Act 42 USC Section 2000-e-2(a)(1)

California Fair Employment and Housing act Government Code section 12940

Education Code section 212.5 Government Code section 12950.1

First Reading: January 15, 2013

Second Reading and Adoption: February 12, 2013 (Replaces 4301 adopted 2/8/11)

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

#### Guidelines for Student Clothing and Shoes

We ask that you help to make sure that your children are coming to school with appropriate and functional clothing and shoes. All students must wear shoes that are safe and comfortable for doing energetic physical activities. A good rule of thumb: only sandals that have secure back straps are appropriate. Clogs and platform shoes are not a good idea.

Please help us by reinforcing that you must wear shoes to school that are comfortable and safe for all types of activities on every day. We are also asking that students wear modest and appropriate spring and summer clothing to school. Please eliminate short shorts and midriff tops, as well as skinny strap tank tops for school days.

It is important that students also bring a sweater or sweatshirt for cooler moments in each day. We often hear complaints from children about being too cold, even when the sun is shining brightly!

Please be sure to follow the guidelines listed below:

- \* No midriff shirts- a good rule of thumb is “when arms are held out straight to the side, no midriff can show”.
- \* No flip-flops. All sandals must be secure on your feet and they must have a back strap. No platform shoes or heels.
- \* No t-shirts with distasteful or inappropriate logos or statements.
- \* Off the shoulder blouses and shirts or dresses may not be worn. No spaghetti-strap tank tops or low cut armpits. (Lasagna strap tank tops only!)
- \* All shorts and skirts must be a modest length- a good rule of thumb is “put your hands at your side and the shorts or skirt should be near your hands or longer!”

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

Each of the District’s four schools has procedures for safe ingress and egress of students. Students are to report directly to class upon arrival at school. They are to leave immediately upon release at the end of the school day. Students who are late must sign in at the office and those that leave during the school day must sign out in the school office. K-5 schools require the presence of an authorized adult at sign out. The middle school requires a note, phone contact, or the physical presence of an authorized adult at sign out. All visitors to a school site must sign in at the office. All campuses are closed campuses.

#### “Dixie Loop” Information (Site Specific)

To support our goal of providing a safe environment for students and families Dixie School Site Council coordinates Loop Duty during the school year. Loop Duty consists of parent volunteers assisting students at drop-off in the morning and pick-up in the afternoon. Parent volunteers wearing identifiable orange safety vests man the Dixie loop entrance to the school as well as providing crossing guards at high traffic crosswalks closest to the school. These parent volunteers endeavor to assist the students in getting to school safely and assist parents in keeping order during the busy times of drop-off and pick-up at Dixie.

The following are Dixie Loop procedures:

1. First car in the loop pulls up to the blue curb.
2. Only children exit the car and only on the curb side.
3. Only first two cars in the loop unload.

4. Once the child gets out, the car leaves the loop promptly.
5. Bus lanes are for busses only.
6. Cutting through the parking lot is not safe and therefore not permitted.
7. Parking lot is for teachers and guests only.
8. Parents volunteering in the loop are trying to keep everyone safe and expedite the drop-off process.

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

**Component:**

Facilitate two Lockdown/Active Shooter Drills- Indoor and Outdoor

**Element:**

**Opportunity for Improvement:**

Practice relocating to off-campus staging area

Objectives	Action Steps	Resources	Lead Person	Evaluation
Practice procedures for a campus lockdown	Develop partnership with local law enforcement. Meet with Marin County Sheriff School Resource Officer to review plan, present to staff, and discuss staging areas.	Marin County Sheriff School Resource Officer	Principal, School Resource Officer, Staff	Observation
Practice procedures for an active shooter	Communication: If the situation permits, a long continuous bell will sound followed by an announcement "This is a lockdown, this is a lockdown." When possible the location of the intruder will be shared.			
	Staff will carry walkie-talkie radios tuned to channel 1 when outside at recess. Radios are assigned to all classes and outdoor duty staff. Whistles are provided to staff and outdoor volunteers in the event no radio is available.			
	How to respond when local law enforcement arrives			

**Component:**

Teachers easily identifiable as staff with emergency vest

**Element:**

**Opportunity for Improvement:**

Based on site observer feedback, ensure all teachers are wearing vests during disaster drill

Objectives	Action Steps	Resources	Lead Person	Evaluation
During a disaster drill or real disaster, teachers will put on an emergency vest to be easily identified as staff members	Remind staff during next disaster drill to wear vest	Vest, emergency kit	Principal, Staff members	Observation
	Ensure all have vest in emergency kit			

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Dixie Elementary School Student Conduct Code**

**Conduct Code Procedures**

**(J) Hate Crime Reporting Procedures and Policies**

**Purpose**

The purpose of this Administrative Regulation is to implement BP 5130, Bullying.

**Reporting Procedure**

Any student who believes that he, she or another person has been bullied in violation of BP 5130 is encouraged to promptly report the incident(s) to a teacher, a school counselor, the school site administrator, or the Superintendent. Any other employee who receives a complaint alleging bullying in violation of BP 5130 shall notify the student’s teacher or the school site administrator no later than the next school day or, during the summer recess, the next business day. A “business day” is any day the District Office is open to the public. Complaints concerning the school site administrator should be reported directly to the Superintendent. The Superintendent shall identify an investigator to review the complaint.

Complaints concerning the Superintendent should be reported to the Governing Board whose designee shall be responsible for implementation of this administrative regulation in lieu of the Superintendent.

Anonymous complaints may be reported by mail to the Superintendent at 380 Nova Albion Way, San Rafael, CA 94903 or by phone by calling 415-492-3706 after regular business hours and leaving a voicemail message. The failure to provide sufficient information may limit the District’s ability to investigate thoroughly or take other action in response to the complaint.

**Confidentiality**

To the extent consistent with a thorough investigation and applicable laws the complaint shall be kept confidential. Any complainant who requests strict confidentiality shall be informed that the request may limit the District’s ability to investigate or take other action in response to the complaint.

Anyone violating confidentiality shall be subject to appropriate restorative, corrective, and/or disciplinary action.

**Retaliation**

The initiation of a bullying complaint shall not adversely affect the complainant’s student status or grades.

Retaliation against the complainant or anyone participating in the investigation of a bullying complaint is prohibited. Allegations of retaliation shall be reviewed as a possible separate incident of misconduct which, if substantiated, shall be addressed with appropriate restorative, corrective, and/or disciplinary action.

#### Time Limits

Students are encouraged to report complaints of bullying as soon as reasonably possible after the incident.

Any student who believes he or she has been harassed based on sex or gender is encouraged to promptly report the alleged incident(s) pursuant to Board Policy 5145.7 as soon as reasonably possible.

Title VII of the Civil Rights Act – 42 USC Section 2000-e-2(a)(1)

California Fair Employment & Housing Act – Government Code Section 12940 Title IX of the Education Amendments of 1972 29 USC Section 1681 et. seq.

California Education Code, Section 200 et seq.

First Reading: January 15, 2013

Second Reading and Adoption: February 12, 2013 (Replaces 4302 adopted 2/8/11)

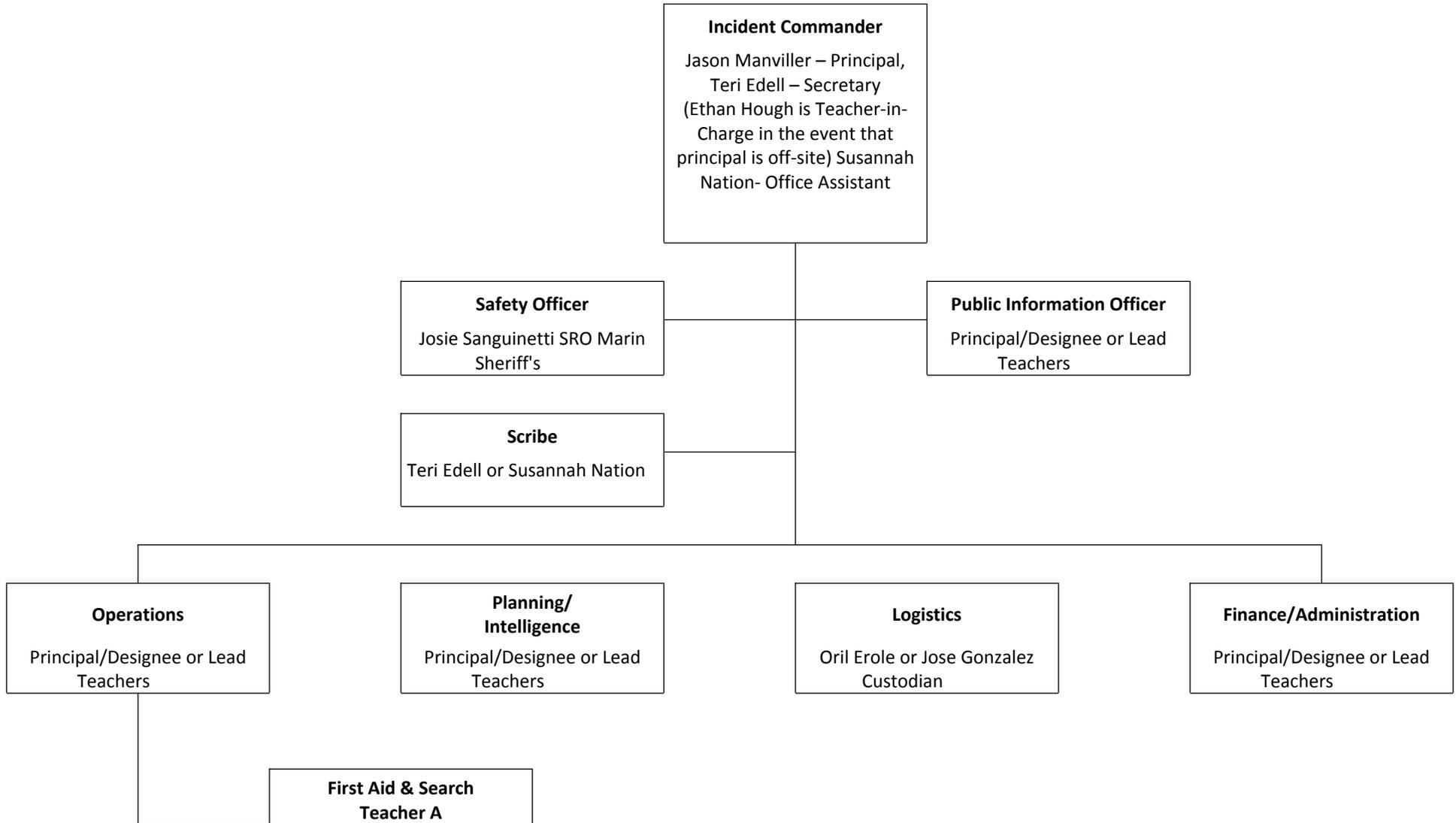
## Safety Plan Appendices

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Marin Sheriff/ Marin Fire	911 or 9-911	
School District	Dixie Superintendent	415-492-3706	
City Services	Office of Emergency Services	415-499-5879	
Other	MCOE Superintendent	415-472-4110	
School District	Dixie District Maintenance	415-492-3776	
American National Red Cross	Red Cross	415-721-2365	
Local Hospitals	Kaiser	415-444-2000	
Local Hospitals	Marin General	415-925-7000	
Public Utilities	Water	415-945-1500	
Public Utilities	Gas & Electric	800-743-5000	

**Dixie Elementary School Incident Command System**



First Aid Team  
Chris Whitten, Tracey  
Osterman/Deb Sullivan, Mimi  
Reddick, Peggy Miller

Search and Rescue Team  
Members please meet at  
emergency shed by MPR after  
getting class settled

Search and Rescue Team #1  
Search K-1, K-2, A bldg, B bldg,  
Library

- Kimberly Harris, John  
Peregoy

Search and Rescue Team #2  
Search C bldg, D bldg, E wing,  
Office bldg.

- Hannah Dye, Ethan Hough

**Student Release &  
Accountability  
TeacherB**

Jackie Berringer/ Rochelle  
Simurdiak, Teri Edell,  
Susannah Nation, Ray  
Hammer, RSP IA

## **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:

#### **EMERGENCY TEAMS BY WING (Site Specific)**

##### **K-WING**

Class Supervisors – Nicole Cunha, Sandrine Soulet, Jeanette Pilgaard

\*First Aid – Chris Whitten

##### **A-WING**

Class Supervisors – Michelle Harrison, Emily Shaw, Anne Shaver, Anna Kammerman Kathy Scott,

\*First Aid – Mimi Reddick

##### **B-WING**

Class Supervisors – Nicole Camarda, Deb DiBenedetto, Kathy Scott

\*Search and Rescue – John Peregoy

##### **C-WING**

Class Supervisors – Stacy Nii, Christina Kersnick, Aparna Budhreja

\*First Aid – Deb Sullivan/Tracey Osterman

##### **D-WING**

Class Supervisors – Megan Liebman, Kristin McGee,

\*Search & Rescue – Hannah Dye

\*First Aid – Peggy Miller

##### **E-WING**

Class Supervisors – Liz Naughton-Hopkins, Nikki Gallagher, Dominique Gaston, RSP IA

\*Search & Rescue – Ethan Hough, Kimberly Harris

### **Management**

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

### **Planning & Intelligence**

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

### **Operations**

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

### **Logistics**

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

**Finance & Administration**

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

## **Emergency Response Guidelines**

**Step One: Identify the Type of Emergency**

**Step Two: Identify the Level of Emergency**

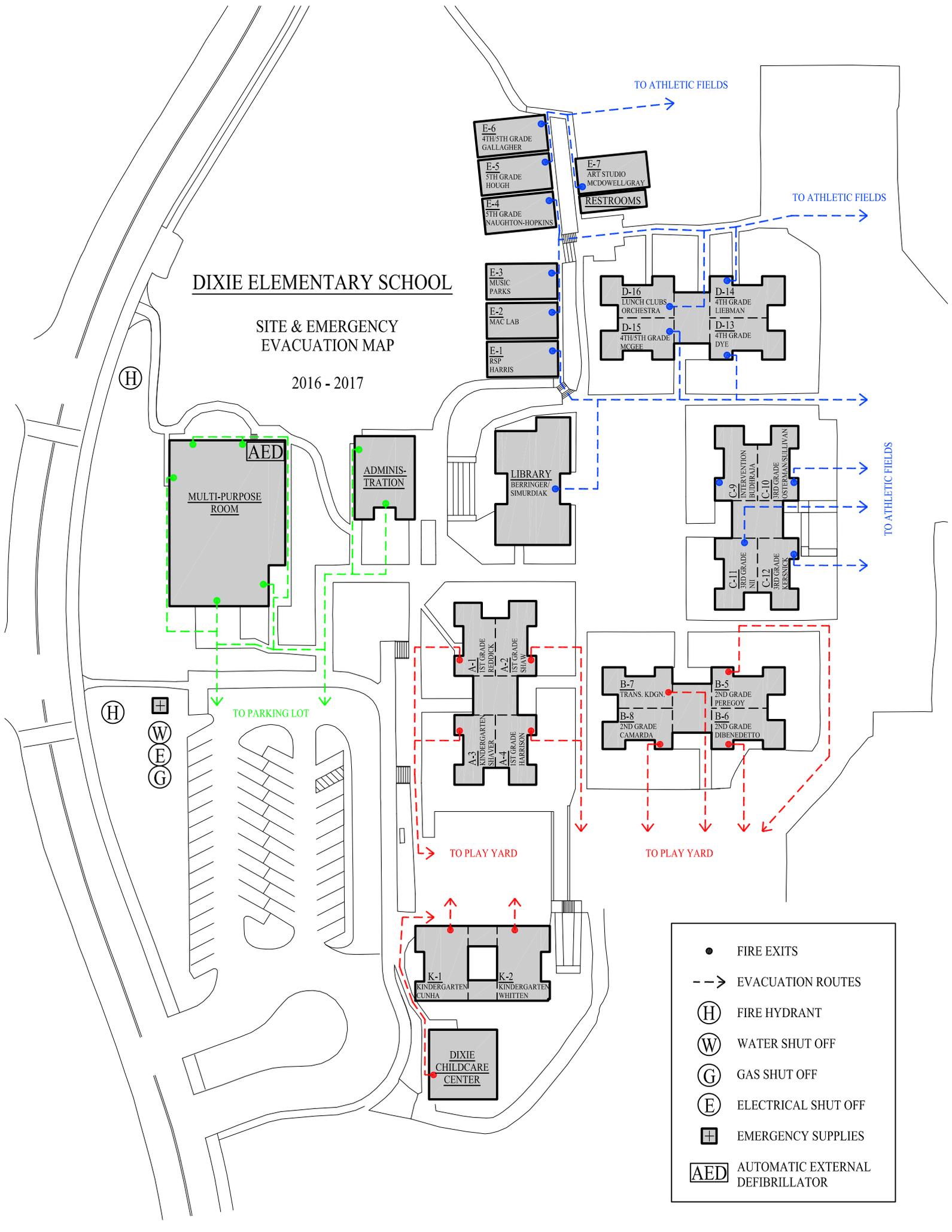
**Step Three: Determine the Immediate Response Action**

**Step Four: Communicate the Appropriate Response Action**

# DIXIE ELEMENTARY SCHOOL

## SITE & EMERGENCY EVACUATION MAP

2016 - 2017



- FIRE EXITS
- > EVACUATION ROUTES
- (H) FIRE HYDRANT
- (W) WATER SHUT OFF
- (G) GAS SHUT OFF
- (E) ELECTRICAL SHUT OFF
- (+) EMERGENCY SUPPLIES
- (AED) AUTOMATIC EXTERNAL DEFIBRILLATOR