

Comprehensive School Safety Plan

2024-2025 School Year

School: Alta Vista High School
CDS Code: 43696094334736
District: Mountain View-Los Altos Union High School District
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Mountain View, CA 94040
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Approved by:

Name	Title	Signature	Date
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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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 www.MVLA.net.

Safety Plan Vision

Our School Safety Plan Vision

Our school will be free of drug- and alcohol-related issues, and students and staff will work together to foster a disciplined and harmonious environment, conducive to learning.

Our School Mission

Our mission is to provide a rigorous learning environment that is safe, caring, and flexible so that students can graduate high school.

Our Vision and Schoolwide Learner Outcomes

Our vision is to be a place where all students become responsible young adults who can think critically, communicate effectively, and achieve academically.

Components of the Comprehensive School Safety Plan (EC 32281)

Alta Vista High School Safety Committee

Suzanne Woolfolk, Director of Alternative Education

Alba Garza, Staff Representative

Debi Rudd, Staff Representative

James Guevara, Mountain View Police Department

Assessment of School Safety

ASSESSMENT OF CLIMATE AND CONDITIONS

Results from our last WASC accreditation process which includes input from a wide variety of stakeholders:

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators:

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings & Supporting Evidence

E2.1- (Standard met) The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

Student contracts and agreements, parent notifications, individual phone calls home if concerned, behavior contract, responding to parent concerns are all in place to assure that the school is safe, clean, and orderly all interactions are handled with a culture of respect for all students. (Responsible: Office Staff/ Admin)

In 2022, 64.8% of our students stated that they agree or strongly agree that they understand the attendance policy. 94.6% of the students stated that they agree or strongly agree that the campus is well cared for. In January 2024, 93% of the students stated that they agree or strongly agree that they feel safe while attending school (even despite frequent home/community violence the month prior to surveying); 99% of the students agreed or strongly agreed that they are treated with respect by all staff, and annually since 2022, 80% of students state they enjoy school at AVHS, compared to their prior comprehensive high school.

The MVLA Board of Representatives has stated historically that they are willing to put the resources into supporting Alta Vista in order to continue having a small campus where the student to staff ratio is 10:1. They love the fact that our Community Service Coordinator is stationed on campus, as this allows for students and families to check in with her at any time. Since 2022, MVLA board members have noted in meetings that they are impressed by the growth in student connectedness and positive attendance, as well as outstanding academic engagement.

Our district facilities management provides a ground crew which keeps the facilities clean. This includes a custodian, gardeners, and maintenance crew. Because of COVID 19 the district has taken a stronger stance about classroom cleanliness, which now includes using specific disinfectants to clean all classrooms. The district continues providing weekly testing for all students who want testing, have provided KN95 masks for all students who need a mask, and have provided at home testing kits to any student who wants a testing kit at any time.

Parents attend enrollment meetings, review school rules and expectations, and establish relationships with office staff. Many parents stated that the office staff is their first line of communication when they need support with their student.

Community members reported that the campus feels very welcoming to all. The community members felt that the school offers a lot of support for the students. Many community members who run programs on our campus felt honored to be on our campus and to be able to help students who have greater needs. The A La Carte Van that comes to our campus to provide meals for our students weekly is planning on starting a training program in the near future to give students culinary skills for life after high school. The members of this program have stated that when they are up and running because of the connection to our students they would like to see our students as part of this program.

E2.2- (Exceeds standard) The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

The Community Resources Coordinator position exists not just to honor individual differences but to ensure that all students are treated justly and equally. The Community Resources Coordinator is an advocate for our students on campus and within the community. Our front office also does this work as the initial contact person for the community.

In January 2023, 100% of the students stated that they agree or strongly agree that they felt safe while attending school. 86% stated that they agree or strongly agree that their differences are respected, and similar percentages for respect by teachers and with peers. Students treat each other with respect. 80% stated they like AVHS compared to their prior comprehensive high school, and 78% would recommend AVHS to a friend.

The MVLA school board stated that they think the small size of the school allows for students to feel like they are a family. The board stated that the teachers are caring, resourceful, flexible, and are always trying to get the students to be continuous learners. The board also commended staff this year for offering a growing range of electives and CTE options, as well as recently being approved for in-seat College Prep UC/CSU a-g course offerings (as well as CP/Honors/AP offerings with online provider support).

The district has provided our school with a Community Resource Coordinator and with a full-time CASSY therapist as of 2024 (and prior, a part-time CHAC therapist).

The district shared that Alta personalizes or individualizes their program based on student needs. They love that our school focuses on more than just academics, our school also offers CHAC, the health van, mental health services, and other services. They love the flexibility the school has for offering different core courses for students and that we are able to participate in sports with other continuation schools. The district takes great pride in the small student to teacher ratio. And that they love that the school is able to have animals on the grounds. For example the school has chickens on the grounds and had goats at the start of the school year.

Parents reflect their appreciation for the personalized, compassionate approach and continual communication about progress on a weekly basis. Parents comment that their students are happy to go to school each day. In 2022-23 and beyond, we increased the frequency of parent events on campus, adding to the event calendar and increasing involvement (Back to School Night, Open House, parent spectators at AVHS sports events, and the number of parent/administrator/teacher/student CARE conferences and progress meetings).

Alta Vista works with community members in a range of ways, and appreciates involvement on a weekly basis. Examples include Mentor Tutor Program brunch/lunch center and volunteer mentorship; donors to our Snack Shack; scholarship community members/organizers; comprehensive site club leaders, and local community organizations such as Canopy of Mountain View.

School culture is a source of pride for the teachers at Alta. Teachers are flexible, meeting students' individual learning needs and pace. Flexible schedules also allow for students to be in the classes they need to be in, with courses completed and adjusted for graduation needs on a frequent basis so that students continue to progress. Teachers also dominate the staff meeting so that they can talk about individual students and the support that the students need. The staff meeting is also used to talk about not only support, but student successes. This allows for teachers to acknowledge students when they see them on campus about wonderful things they have done in other classes.

E2.3- (Standard met) The entire school community has an atmosphere of trust, respect, equity, and professionalism.

The front office and Community Resources Coordinator are friendly and greet every parent/student they encounter by name. Parents share that they feel acknowledged and heard by our school staff. Every interaction with students and families is full of empathy and practical individualized opportunities for help. The office would hear complaints about staff professionalism and this infrequently happens. We facilitate parent conferences based on this type of concern and it is almost always resolved immediately.

The students in their survey stated that 86% of the students strongly agree or agree that they are treated with respect and dignity by staff. 86% said that they strongly agree or agree that they are treated with respect and dignity by their peers.

The MVLA school board stated that they think this is what Alta does best. They feel that the staff is caring and dedicated to their students, and continues to grow in student and community connectedness. They feel that the staff excels at working with students who have different levels of capabilities. They stated that the staff understands that the school is a family, and that this family supports students' success.

District administrators note in public meeting and on site when visiting that they see love and care for all students at Alta. They stated that the staff is there to support all students.

The parent WASC focus group said that this would be a met standard. They feel that the school provides an opportunity for trust and respect. One parent stated that she has seen this when she goes on the day of the health van. She claims that Alba and Debi are there for the students and are the first line of contact for parents who need support.

The community members shared that they felt that Alta created strong relationships with the students. They felt that both the school and community are very supportive of the Alta students. Mentor Tutor Connection (This is a group that is on our site that matches a community member to a student. The community member is there as a support for the student. They talk about what is happening in the students life and they do activities together outside of school.) would like to become part of the safety net for students at Alta.

The teachers love the small campus, because they feel that the campus is more like a family atmosphere. Because of the close knit groups, students feel like they can come and talk to someone on campus about issues they are having.

II. Data for Attendance, Suspension and Expulsion and Referrals to Other Settings

Attendance Rates

2020/2021	2021/22	2022/23	2023/24		
% Annual Attendance AVHS		34%	61%	72%	74%
% Annual Attendance MVLA		97%	TBD	TBD	TBD

Suspension and Expulsion Rates

2020/2021	2021/22	2022/23	2023/24		
Suspension		0	23	29	17
Expulsions		0	0	0	0

Crime Statistics - Number of Suspensions

2020/2021	2021/22	2022/23	2023/24		
Theft/Vandalism		0	1	0	0
Fighting/Violent Incident (Injury)		0	1	0	13
Fighting/Violent Incident (No injury)		0	2	7	0
Dangerous Object		0	0	3	0
Controlled Substances		0	14	18	4
Disruptive/Defiant		0	5	1	0
Other		0	0	0	0
Total		0	23	29	17

Referrals to Other Settings	2020/2021	2021/22	2022/23	2023/24
Traditional Setting	9	19	15	9
Adult Education	3	8	3	11
County Community School	2	0	1	0

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

SCHOOL SAFETY/CLIMATE RELATED TRAINING AND INSERVICE WORKSHOPS

Activity: Hazardous Material Training
 Participants: Maintenance personnel, custodians
 When: Annually

Outcome: Safe handling and disposal of classroom materials
 Activity: Challenge Team
 Participants: Suzanne Woolfolk & Alba Garza
 When: Ongoing

Outcome: Continuous collaboration and sharing of information that relates to school and community relationships
 Activity: MDT meetings with MVPD and surrounding school districts
 Participants: Suzanne Woolfolk & Alba Garza
 When: Ongoing

Outcome: Continuous collaboration and sharing of information among Mountain View PD and partner school districts.
 Activity: Emergency Preparedness Training and Planning
 Participants: Mountain View Police & Fire Dept., and all administrators
 When: Annually

Outcome: Continuous review of procedures relating to school-wide emergencies
 Activity: Disaster Drills
 Participants: All staff
 When: Ongoing Monthly

Outcome: More consistent and effective treatment of students in need
 Activity: Student Study Team
 Participants: All staff
 When: Ongoing
 Outcome: More effective and appropriate services for students in need

SCHOOLWIDE ACTIVITIES TO SUPPORT/ENHANCE POSITIVE SCHOOL CLIMATE AND SAFE ENVIRONMENT

Activity: Back to School Night
 Participants: Whole school and community
 When: Annually in August
 Outcome: Parents meet teachers and develop knowledge and connection to school community

Activity: Parent teacher conferences / CARE Conferences
 Participants: Staff, parents, and students
 When: Annually in October
 Outcome: Parents more informed and connected to teachers

Activity: Community Resources Program
 Participants: Schoolwide
 When: Ongoing

Outcome: Provides for the non-academic needs our students have which prevent them from having academic success

Activity: Community volunteers

Participants: Rotary & Kiwanis clubs, churches

When: Year round

Outcome: Builds an extended sense of family and community

Activity: Co and extra-curricular activities

Participants: Schoolwide

When: Year round

Outcome: Builds a sense of community in an inclusive, fun way

Activity: Contests and celebrations

Participants: Schoolwide

When: Ongoing

Outcome: Highlights achievements of students

Activity: Honor roll

Participants: All students

When: Ongoing

Outcome: Highlights achievements of students

Activity: Alta Vista HS apparel to increase staff unity and school coherence

Participants: Schoolwide

When: Ongoing

Outcome: Builds a unifying sense of camaraderie

Activity: Grade Level Advisory

Participants: All students

When: Weekly

Outcome: Boosts students' achievement through ongoing updates on academic progress

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

BP 5141.4

Students

The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

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

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District 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.

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

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

Disaster Plan (See Appendix C-F)

BP 3516 Business and Noninstructional Operations

The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

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 the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

AR 3516 Business and Noninstructional Operations

The Superintendent or designee shall ensure that district and/or 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, flood, or other natural disasters
3. Environmental hazards, such as leakages or spills of hazardous materials

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, identification of risks, and implementation of strategies and measures to increase the safety and security of school facilities
2. Instruction for district staff and students 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 an 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 the supervision of students
 - b. Procedures for the evacuation of students and staff, including posting of evacuation routes
 - c. Procedures for the 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 Board of Trustees, other governmental agencies, and the media during an emergency, including:

a. Identification of spokesperson(s)

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

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

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

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

a. Development of guidelines for law enforcement involvement and intervention

b. Collaboration with the local health department, including development of a tracking system to alert the local health department of 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

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

The Superintendent or designee shall assemble key information that would be needed in an emergency. Such information may include, but is not limited to, a list of individuals and organizations who should be contacted for assistance in an emergency, current layouts and blueprints of school buildings, aerial photos of the campus, maps of evacuation routes and alternate routes, a roster of employees with their work locations, student photographs and their emergency contact information, a clearly labeled set of keys, location of first aid supplies, and procedures and locations for turning off fire alarms, sprinklers, utilities, and other systems. Such information shall be stored in a box in a secure, easily accessible location, with a duplicate kept at another location in case the primary location is inaccessible.

Adaptations for Students with Disabilities

Accommodations made on individual basis with supervising teacher(s) and principal

Public Agency Use of School Buildings for Emergency Shelters

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

The American National Red Cross ("Red Cross"), a non-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disasters strike. The disaster relief activities of the Red Cross are made possible by the American public who support the Red Cross with generous donations. The Red Cross's disaster services are also supported by facility owners who permit the Red Cross to use their buildings as shelters and other service delivery sites for disaster victims.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

BP 5144.1 Students

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

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

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

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

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

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

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

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

Authority to Expel

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

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

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

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

A vote to expel a student shall be taken in an open session of a Board meeting.

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

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

Due Process

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

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

Maintenance and Monitoring of Outcome Data

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

AR 5144.1 Students

Definitions

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

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

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

Notice of Regulations

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

Grounds for Suspension and Expulsion: Grades K-12

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

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

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

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

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

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

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

Additional Grounds for Suspension and Expulsion: Grades 4-12

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

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

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

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

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

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

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

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

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

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

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

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

Suspension by Superintendent, Principal or Principal's Designee

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

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

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-12" above or if the student's presence causes a danger to persons. (Education Code 48900.5)

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

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

Length of Suspension

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

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

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

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of the conference and the conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall also be notified in writing of the suspension. (Education Code 48911)

This notice shall state the specific offense committed by the student. (Education Code 48900.8)

In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, the notice may state that the law requires the parent/guardian to respond to such requests without delay. However, no penalties may be imposed on the student for the failure of the parent/guardian to attend such a conference. The student may not be denied reinstatement solely because the parent/guardian failed to attend the conference. (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)

a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.

b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process. (Education Code 48911)

c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing

Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation. (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion. (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held. (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year. (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay. (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness

An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing

2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies
3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

- d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.
 - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
 - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
 - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
 - (1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
 - (2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.
 - (3) The person conducting the hearing may:
 - (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
 - (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
 - (c) Permit one of the support persons to accompany the complaining witness to the witness stand
6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)

Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" or "Additional Grounds for Suspension and Expulsion: Grades 4-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

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

The principal or designee 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, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)

Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.
2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.
3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)
5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

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

EC 49079

a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Personnel Handbook:

Safe Schools Certificated Staff & Student Notifications

When using Aeries, certificated staff may have noticed a student record with a red "flag" by their name. In accordance with California Education Code section 49079 (Safe Schools Act), that's there to identify each student who has "engaged in, or is reasonably suspected to have engaged in" any of the acts described in California Education Code sections 48900-48915. This section

covers virtually any suspendable or expellable violation of CA Education Code except for tobacco and defiance/disruption related violations. The Student Information System (SIS) AERIES automatically 'tags' every student who has an SSA (Safe Schools Act) Date. This 'tag' consists of a red asterisk (when roster is printed) or the initials "SSA" (on live screen) by the student's name on your class roster with a reference that the student has an "SSA Date." The "SSA Date" corresponds with the latest disciplinary action that falls within the guidelines of CA Ed Code section 49079. The SSA Date remains part of the student's permanent record for at least three years. It looks like this: Certificated employees have the right to speak with site administration about a student's records; however, information received is strictly confidential and may not be shared with other staff, students, parents, or other unauthorized persons. For reference, a binder with additional student disciplinary information is located at the principal's administrative assistant's desk. It is imperative that staff not allow unauthorized access to your AERIES account because students with an SSA date will be identified by a red "SSA" by their name. When viewing Aeries, be sure that the computer screen is not visible to others, and do not display Aeries rosters and seating charts on LCDs in the classroom. Treat all information about student discipline with confidentiality; no details of any case should be shared by the teacher. The Safe School Act covers a wide variety of disciplinary actions and practically any student who has engaged, or is believed to have engaged, in any act in violation of CA Ed Codes described in any of the subdivisions will be tagged, except subdivisions (h, k), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, 48900.7 and 48915. Follow these links for a complete list of codes.

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

BP 4119.11, 4219.11, 4319.11 Personnel

The Board of Trustees is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

AR 4119.11 Personnel

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

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 work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability
2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

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

BP 5132 Students

The Board of Trustees 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.

AVHS Dress Code Statement

The student dress code supports our goal of focused learning and a safe campus, while leaving primary decisions around student clothing and style to students and their parent(s)/guardian(s). Non-allowable clothing will lead to a conversation with Mrs. Woolfolk, as well as a change of clothing.

Allowable Clothing:

Students must wear clothing including both a shirt with pants or skirt, or the equivalent, and shoes.

Fabric must be covering all private parts and must not be see through.

Clothing must be suitable for all scheduled classroom activities including physical education and the safety requirements of science, culinary and engineering labs.

Specialized programs may require specific attire, such as performing arts, or athletics uniforms or safety gear.

Clothing may NOT:

Depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances (example: no "COOKIES" caps or hoodies)

Depict pornography, nudity or sexual acts.

Use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.

Promote violence or organized crime, nor be worn if recognized as an identifier of a gang or hate group

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

BP 5112.5 Students

Open Campus

In order to give students an opportunity to demonstrate responsibility, independent judgment, and positive citizenship, the Board of Trustees establishes an open campus at all district high schools in which students shall have the privilege of leaving campus during lunch.

The district shall send written notification to parents/guardians about the open campus policy at the beginning of the school year along with the parental notification required by Education Code 48980. Such notification shall include the language prescribed by Education Code 44808.5.

Students shall not leave school grounds at any other time during the school day without express permission of school authorities. Students who leave school without authorization shall be considered to have an unexcused absence and be subject to disciplinary action. Staff shall be responsible for the proper supervision of students during school hours, during school-sponsored activities, and while students are using district transportation to and from school.

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

AR 1250 Community Relations

Outsider Registration

Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the Superintendent or principal by submitting, within five days after the person's departure from school, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

BP 5142 Students

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

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

Component:

HIGH PRIORITY CONCERNS AND NEEDS

Element:

Findings based on: WASC Data Review/Analysis of Assessment of Climate & Condition

Opportunity for Improvement:

Safe Physical Climate Goal: Alta Vista and Freestyle Academy are a source of pride in our community with safe, clean and healthy facilities where students can learn, achieve and thrive.

Objectives	Action Steps	Resources	Lead Person	Evaluation
1.) Identify and address/secure critical facility vulnerabilities and hazards	<p>Continue to evaluate effectiveness of alarms, bell systems, and fire code compliance and address identified weaknesses.</p> <p>Update all facilities maps and hazard response materials as needed with evacuation routes.</p>	Staff/room clipboards and Google Folder with hazard response information	Head of Maintenance Principal	Concerns will be reviewed and strategies will be developed to address each as needed.
2) Strengthen and practice crisis response plans	<p>a.) Revise crisis response plans as needed, and incoordination with district and MVPD/MVFD protocols.</p> <p>b.) Collaborate with local public safety and emergency response agencies to assess and revise campus crisis response plans</p> <p>c.) In coordination with public safety partners, review and update campus crisis response plans and develop emergency response chart for classrooms</p> <p>d.) Provide ongoing site staff and faculty training on crisis response procedures</p> <p>e) encourage more positive visits with MVPD SROs</p>	<p>a.) MVPD and MVFD</p> <p>b.) Principal</p> <p>c.) Online training through FEMA</p> <p>d) district protocol updates</p> <p>e) https://iloveguys.org/</p>	Principal MVPD SROs MVFD	<p>Annual review and update of site plans.</p> <p>Development and installation of emergency response charts for classrooms.</p> <p>Fire drills, earthquake, and lock-down exercises will be logged by site administration.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
3) Continue to help students feeling unsafe or physically unwell/injured.	a) Replenish office first aid kits, as well as classroom masks and sanitizers for cold/flu season. b) call upon sister school's athletic trainer assists as needed with sprains, cuts, guidance for injury. c) consult new district nurse more often, and for medical device training. d) fill appointment slots for monthly Stanford Health van visits (mental, reproductive and physical) d) continue to advocate for a closer VTA bus stop to school to avoid crossover and crowding with sister high school. e) assert closed campus boundaries, report trespassing non-students to sister high school f) continue new yard duty and bathroom supervision/capacity limits at brunch, lunch and every passing period.	District/site provisions of epinephrine, Narcan, defibrillator, first aid kits, tissues, makes, sanitizer, etc.	Principal Teachers Office Staff Stanford Health Van District Nurse and athletic trainer, if possible, for support	Fewer disruptions, injuries, untreated/unreferred ill students Calm, safe campus and public spaces for students during the school day

Component:

HIGH PRIORITY CONCERNS AND NEEDS

Element:

Findings based on: WASC Data Review/Analysis of Assessment of Climate & Condition

Opportunity for Improvement:

Safe Social Climate Goal: Addressing student behaviors and needs that impact success in school. (Drug usage, school culture, student wellness including mental health)

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>1) Decrease use of vaping or other drugs on campus. Offer substantial interventions and cessation counseling resources. Educate students on health, academic and life risks related to vape/drug use</p>	<p>a.) Communicate regularly with families regarding vaping behaviors and student access to cessation resources. b.) Increase drug/alcohol educational opportunities for all students, and continue to increase access to cessation resources. c.) Provide Narcan and Fentapill awareness assemblies (and Narcan distribution to all students) d) Offer a 6 week “Tobacco Prevention Toolkit’ program with incentives for students once a semester. e) continue new yard duty and bathroom supervision/capacity limits at brunch, lunch and every passing period. f) Investigate vape sensor installation and funding, and increased surveillance cameras and repositioning g) continue to seek grant support for action items</p>	<p>Tobacco Prevention Toolkit Classes Funding SJSU Anti-vape care kits Starlight and outside agencies welcomed on site for services</p>	<p>Principal Community Resources Coordinator District Wellness Coordinator SJSU therapist intern District Business office (awaiting expenditure approvals)</p>	<p>Decrease related punishment/suspension and campus disruption. Increase student access and use for interventions and educational resources. Increased school and parent communication about risk behavior or concern, and resources</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>2) Increase awareness of mental health resources available to students.</p>	<p>a.) Maintain Aztec Lounge, a dedicated wellness space on campus, along with increasing staffing with therapist intern c.) Communicate wellness and mental health resources (principal’s weekly newsletters, school announcements, informal therapist interactions on campus, etc.) e.) Develop a school-wide calendar of wellness activities to engage students in health and wellness. g) Plan monthly or quarterly student assemblies to highlight wellness concerns and strategies, healthy relationships, and sharing help resources. h) Maintain relationship with community organizations, including Canopy, to create outdoor wellness space, “Alta Serenity Garden” a.) Communicate regularly with students through weekly Advisory curriculum b.) Promote the Mentoring program (MCT) and grow monthly field trips and mentor/student matches c.) Maintain 24-28 all-staff CARE conferences with individual student/family, and post-conference follow-up d.) Encourage students accessing counseling services; avoid wait lists for therapy referrals e.) Grow our Alta Lounge and related weekly lunch wellness activities f) increase schoolwide activities (field trips, sports, clubs, lunch activities) that connect</p>	<p>MTC events and planning Advisory curriculum as created by principal and CCC CARE conference funding</p>	<p>Advisors Principal MTC Coordinator and mentors Community Resources Coordinator Teachers MVPD SRO College & Career Coordinator</p>	<p>(same outcomes as above, #2)</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
4.) Increase professional development for staff in the area of student wellness	a.) Specific, WASC-aligned professional development for staff b) Continue PD on importance and strategies for building connections/class culture	Annual Continuation School Conference, April 2022/23/24/25 Motivational Education Theory PD with Dr. Robin Love	Principal WASC Coordinator AVHS staff as a whole	Fewer behavioral referrals & more referrals for counseling (same outcomes as above, #2) Staff self-report post-PD and conferences

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Alta Vista High School Student Conduct Code

Conduct Code Procedures

BP 5131 Students

The Board of Trustees 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:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, 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

3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff's authority

5. 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.

6. Obscene acts or use of profane, vulgar, or abusive language

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

8. 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.

9. 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)

10. Plagiarism or dishonesty on school work or tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

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

(K) Hate Crime Reporting Procedures and Policies

BP 5145.9 Students

Hate-Motivated Behavior

The Board of Trustees is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

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.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

Annual training and ongoing Run/Hide/Defend trainings and drills with students/staff.

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down and the Run, Hide, Defend protocol, Evacuate Building, or Evacuate Campus.

Lock Down:

Secure and lock all doors and windows.

If necessary, create barricade(s) behind any door in the room to prevent any entrance into the room.

If possible, close all curtains / blinds, and block any visibility into the room.

Silence!! (No talking, turn off ringers, etc.)

Do not open any doors or windows for any reason! Police will gain entrance on their own.

Shelter-In-Place:

Secure and lock all doors and windows.

If possible, close all curtains / blinds, and block any visibility into the room.

Business as usual in the room.

If leaving the room, work with other staff on providing escorts to restrooms.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Opioid Prevention and Life-Saving Response Procedures

Procedures involve protection, mitigation, response and recovery. AVHS takes ongoing efforts to safeguard the campus, students, teachers, faculty, and staff from an emergency event, through opioid and Fentapill education. We also provide student and staff Narcan/Naloxone use training and distribution, and small-group and individual counseling to mitigate risk factors, and spread awareness regarding the Good Samaritan laws that provide immunity from arrest, charge, or prosecution for certain drug offenses for a person experiencing an overdose — or witnessing another person experiencing an overdose — who seeks medical attention.

In response to a potential overdose, staff are aware of Narcan/Naloxone supplies to administer (with two doses minimum in every classroom, as well as the office). Staff would follow procedure to alert the office and initiate emergency 9-1-1 and guardian contact. Following an overdose emergency, our principal and Community Resource Coordinator would assist students, staff, teachers, and faculty in the recovery process, and restore a healthy and safe learning environment following an emergency event. Outside community support referral for students and/or family may also follow.

Response Procedures for Dangerous, Violent, or Unlawful Activities

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

Stop, Drop and Hold: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.

Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system may also shut down.

Lock Down: Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.

Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.

Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.

All Clear: Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of immediate response action is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

Stop, Drop and Hold: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "Stop, Drop and Hold" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "Stop, Drop and Hold" position. Make the announcement even if the immediate crisis has passed.

Shelter in Place: Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.

Lock Down: Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, create safety barriers and to keep students as far away as possible from any windows until further notice. This response may include the Run, Hide, Defend protocol.

Evacuate Building: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.

Evacuate Campus: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.

All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Instructional Continuity Plan

AVHS would follow district directive for short- or long-term closure.

Example (long-term closure):

Teachers deliver classes as identified by a modified school timetable. ? Teachers conduct a class catch-up/check-ins with students at least twice per day including a daily wrap up. ? VC software is used regularly with appropriate grade levels for direct instruction and feedback ? Teachers send a daily welcome to all students and outline the learning for the day through the schools chosen system, and their contact details for questions/feedback ? Students engage in a combination of synchronous and asynchronous learning.

Safety Plan Review, Evaluation and Amendment Procedures

Commencing with the enactment of SB 187, when required schools to develop Comprehensive School Safety Plans for the first time by September 1, 1998.

The State Legislature's intent in enacting SB 187 was to: "...unite all existing statutes that relate to school safety and ensure compliance with their provisions by including the requirements of school safety provisions in each school's comprehensive school safety plan." The minimum requirements of this plan include:

Maintaining a safe environment for students.

Identifying and implementing safe school strategies and progress

Addressing the school's procedures for complying with existing laws relating to school safety, which must include:

- Child Abuse reporting procedures PC 11164 et seq.
- Disaster Response procedures
- Suspension and Expulsion Policies EC 48900 et seq.
- Procedures for notifying teacher of dangerous Students EC 49079
- Sexual harassment policy EC Sect. 212.6(b)
- School-wide dress codes prohibiting gang-related apparel EC 35183
- Procedures for safe ingress and egress from school
- Procedures to ensure safe and orderly environment conducive to learning
- Rules and procedures on school discipline EC 35291 & 35291.5

Placing school safety procedures and policies together in one plan as required by SB 187 has the great benefit of allowing school administrators to ensure that this vital learning support element is fully in place. In addition, the development of this plan fulfills a requirement of the Improving America's Schools Act (Title IV) to conduct an objective analysis of drug and violence problems in schools and to set measurable goals for dealing with those problems.

SB 187 also prescribes the methods by which the plan must be established and updated annually. Furthermore it outlines Santa Clara County Office of Education and district responsibilities for ensuring that each school completes this plan.

The school district and the county office are jointly responsible for the overall development of comprehensive school safety plans at each of their schools.

The School Site Council is responsible for the development of the Plan and may delegate the responsibilities to a committee with specified members. EC 35294.1(b)

The School Site Council shall work with law enforcement in developing the Plan. EC 35294.1(b)(3)

The Comprehensive School Safety Plan shall be evaluated and amended as needed, not less than once per year. EC 35294.2(e)

The Plan shall be readily available for inspection by the public.

Each school must forward its Comprehensive School Safety Plan to the school district for adoption by the board and the district must submit the Plan to the County Office of Education. In the event that a school fails to develop a comprehensive plan, the district and the County Office of Education have the responsibility of notifying the California Department of Education of the failure to comply.

Safety Plan Appendices

Emergency Contact Numbers

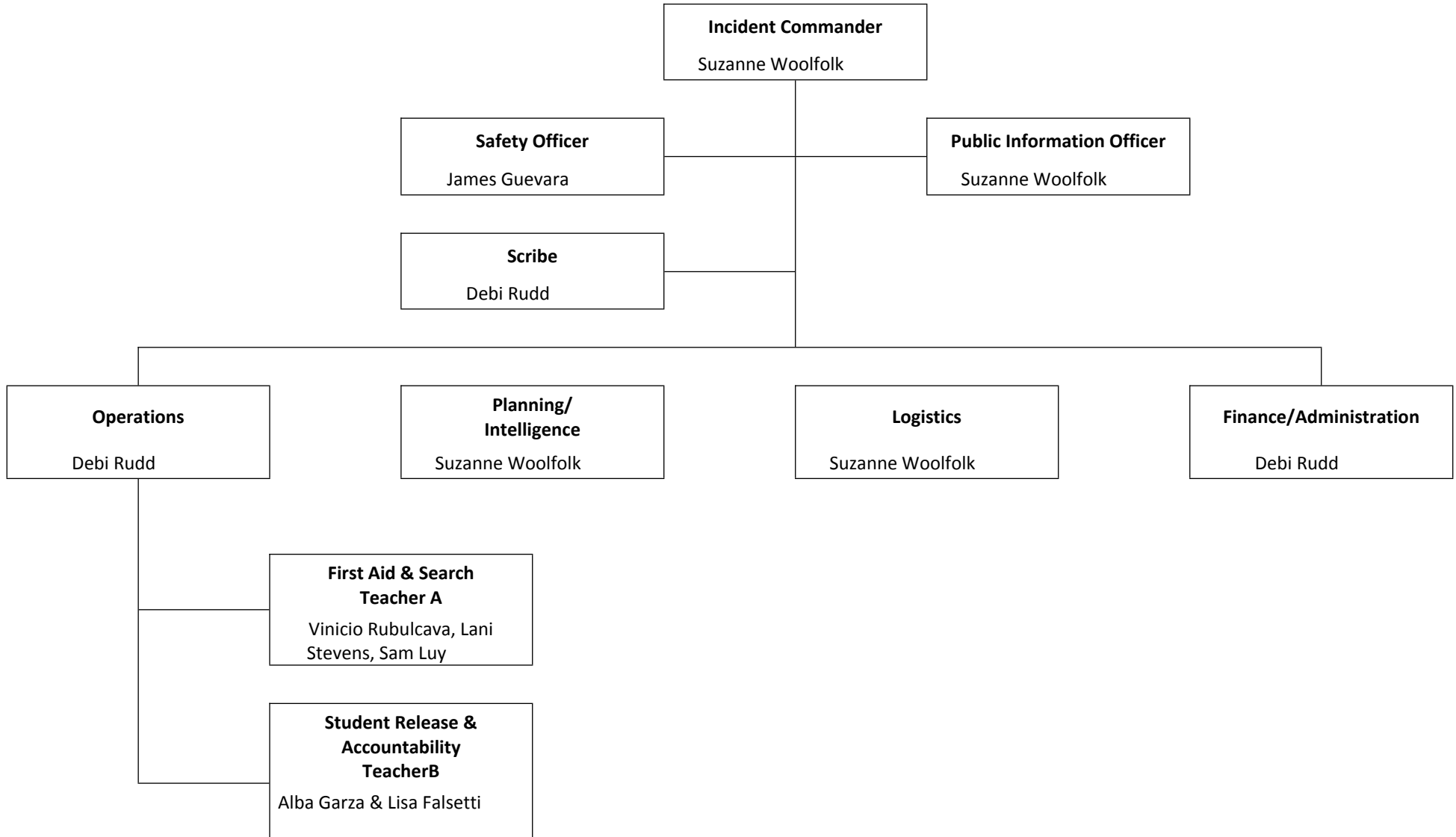
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Los Altos High School	██████████	Tracey Runeare, principal
School District	Mountain View High School	██████████	Kip Glazer
Public Utilities	PG & E	(800)743-5000	Gas leaks & Electrical Emergencies
City Services	Santa Clara County Public Works	(650)947-2785	
Law Enforcement/Fire/Paramedic	Mountain View Police (non-emergency #)	(650) 903-6395	
Law Enforcement/Fire/Paramedic	Mountain View Fire (non-emergency #)	(650) 947-2770	
Other	Santa Clara County Animal Control	(408) 686-3900	
American National Red Cross	American Red Cross of the Silicon Valley	(877) 727-6771	
Other	CPS 24-hour reporting	(650)-493-1186	
Other	Bay Area Air Quality Management	(415) 749-5000	Asian

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)
Each Spring we review our WASC, Model School, LCAP and School Safety goals	School Safety Plan last updated: Professional Learning half-day - February 11, 2025	
MVPD and MVLA district share and review	Shared week of February 11, 2025	

Alta Vista High School 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:

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

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

Stop, Drop and Hold: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.

Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system may also shut down.

Lock Down: Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.

Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.

Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.

All Clear: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Once the type of immediate response action is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

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Lock Down: Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, create safety barriers and to keep students as far away as possible from any windows until further notice. This response may include the Run, Hide, Defend protocol.

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Evacuate Campus: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.

All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Types of Emergencies & Specific Procedures

Aircraft Crash

The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

Animal Disturbance

This procedure should be implemented when the presence of a coyote, mountain lion, or any other animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Shelter in Place or Evacuate Building.

Armed Assault on Campus

BP 3515.7 Business and Noninstructional Operations

Firearms On School Grounds

The Board of Trustees is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement and other appropriate individuals and agencies to address the security of school campuses.

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots. (Penal Code 626.9)

If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

The prohibition against the possession of firearms on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

AR 5131.7 Students

Weapons And Dangerous Instruments

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 16100-17350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun

6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon

7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the principal

When informing the principal about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The principal shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

RUN/HIDE/DEFEND SCRIPT Instructions for Students

In the event of a RUN/HIDE/DEFEND Emergency, students are expected to do the following:

If you are NOT in a classroom or other supervised location:

Be SAFE and AWARE of your surroundings. Keep down and DO NOT attract attention to yourself. Run away from danger in as safe a manner as possible.

If you are in a classroom, library or other supervised location:

Follow all directions from the teacher or responsible adult. You may be directed to RUN to a safe area, or HIDE in Place.

If you are direct to HIDE in Place, help the teacher secure the room.

Build a door barricade.

Close blinds.

Turn off lights.

Build an interior barricade away from the door(s).

Get down on the floor behind the barricade and out of range of the suspect. Be aware of both doors and windows.

Remain calm and quiet.

No cell phone use.

No unnecessary talking.

DO NOT open the door for ANYONE. Authorities will have keys and will have made contact with the teacher.

Evacuate according to protocol.

It is critical that everyone follow police directions.

Make no sudden moves and remain silent. Realize the police are on high alert.

Be prepared to exit in a single file with your fingers spread out and your hands up.

All jackets, coats and bulky sweatshirts need to be removed. Waistbands need to be visible. Sagging pants need to be secured about the waist.

All purses, backpacks and books will need to be left in the classroom. Put any keys, checkbooks, credit cards and money in pockets.

At the end of the “safe corridor,” you will be patted down. You will then be directed or transported to a safe area or reunion center.

**Run Hide Defend INSTRUCTIONS FOR STAFF
WHEN NOT IN A CLASSROOM WITH STUDENTS**

All staff should lock down in a safe space. Lock the door(s), barricade the doors, turn off the lights, close the blinds and cover any open windows like the ones in the classroom doors. Remain quiet.

If you are not in a room when a lockdown is called, you will not be able to enter a room. Exit the campus in a safe manner.

Administration Office staff: Lock down in a safe space such as an interior office with no outside windows.

Attendance Office staff: Lock down in a safe space such as an interior office with no outside windows.

Library: Students and staff go to bookroom and lock down.

Teachers on PREP in their classrooms: follow the same protocol of a lockdown drill. Lock the door(s), barricade the doors, turn off the lights, close the blinds and cover any open windows like the ones in the classroom doors. Remain quiet.

Other locations: Lock down in a safe space.

Biological or Chemical Release

BP 5141.22 Students

Infectious Diseases

The Board of Trustees desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases.

Infectious Disease Prevention

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of bloodborne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff.

Universal Precautions

Students and staff shall observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

Students with Infectious Diseases

The Superintendent or designee shall exclude students only in accordance with law, Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed in accordance with law.

BP 3514 Business and Noninstructional Operations

The Board of Trustees recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Superintendent or designee shall regularly assess school facilities to identify environmental health risks and shall develop strategies to prevent and/or mitigate environmental hazards. He/she shall consider the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff and students, including the impact on student achievement and attendance.

Such strategies shall focus on maximizing healthy indoor air quality; monitoring the quality of outdoor air and adjusting outdoor activities as necessary; reducing exposure to vehicle emissions; minimizing exposure to lead and mercury; reducing the risk of unsafe drinking water; inspecting and properly abating asbestos; appropriately storing, using, and disposing of potentially hazardous substances; using effective least toxic pest management practices; reducing the risk of foodborne illness; and addressing any other environmental hazards identified during facilities inspections.

In developing strategies to promote healthy school environments, the Superintendent or designee may consult and collaborate with local environmental protection agencies, health agencies, water boards, and other community organizations.

The Superintendent or designee shall provide the district's maintenance and facilities staff, bus drivers, food services staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmentally safe and healthy schools.

The Superintendent or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about the district's actions to remedy the hazard and may recommend health screening of staff and students.

Bomb Threat/ Threat Of violence

AR 3516.2 Business and Noninstructional Operations

Bomb Threats

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

Following the incident, the Superintendent or designee shall 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

AR 3543 Business and Noninstructional Operations

Transportation Safety And Emergencies

Bus Accidents

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

Disorderly Conduct

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

BP 5131.1 Students

Bus Conduct

In order to help ensure the safety and well-being of students, bus drivers, and others, the Governing Board expects students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus.

The Superintendent or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges. He/she shall make these rules available to parents/guardians, students, and other interested parties. (5 CCR 14103)

Students found to be in violation of the district's bus conduct rules shall be subject to discipline in accordance with Board policy and administrative regulation.

The Superintendent or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver. (5 CCR 14103)

Bus Surveillance Systems

The Board believes that the use of surveillance systems on school buses will help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, surveillance systems may be installed and used on school buses to monitor student behavior while traveling to and from school and school activities.

The Superintendent or designee shall notify students, parents/guardians, and staff that surveillance may occur on any school bus and that the contents of a recording may be a student record and, as such, may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate. In addition, a prominent notice shall be placed in each bus stating that the bus is equipped with a surveillance monitoring system.

Earthquake

AR 3516.3 Business and Noninstructional Operations

Earthquake Emergency Procedure System

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

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

The Superintendent or designee may work with the California Governor's Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

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

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

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

Drop procedures shall be practiced at least once each 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 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.

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.

EMERGENCY PROCEDURES FOR AN EARTHQUAKE OR OTHER MAJOR DISASTER

1. Drop, Cover, and Hold: At the start of the drill, the Principal will make an announcement. All students, staff, and visitors should drop, cover, and hold under their desks or tables.
2. Remain: Remain in the sheltered position for at least 60 seconds. At this point, you can open your envelope for directions.
3. Triage people in your immediate area: Follow Simple Triage Training and mark students with appropriate RED, YELLOW, GREEN, or BLACK dots, tape or markers depending on their injuries. These supplies are in the Emergency Bins in each classroom. Mark as follows:
Red: Needs immediate assistance. Stay with injured and wait for search and rescue.
Yellow: Delayed injury such as burns or broken bones - take to triage area for assistance.
Green: Walk to triage area for basic first aid.
Black: No pulse detected, no longer living. Leave in room.
All triage people should be taken to triage in front of the main gym.
4. Notify your teacher "buddy" (as needed): Every room should have a designated "buddy" -- that is, the room next door to yours. In the event that a student is injured and the teacher needs to stay behind, the teacher should hand off the evacuation of their class to their "buddy" while they stay with the injured and await search and rescue.
5. Evacuate: Take your students, your clipboard, and emergency bin and evacuate. Make sure you take the safest route to your regular evacuation location (Fire Drill location: Row 1, Row 2, etc.)
6. Roll: Take roll when you arrive at your evacuation location. If you are missing any students, you must report their names to your Row Monitor and mark your attendance sheet with an "M". If a student was absent, mark them with an "A". Take out your EOC form, complete it, and then

turn it in to your Row Monitor. Keep your roll sheet with you. You will need to take roll again when you go to the football field.

7. Assembly Areas:

a. Teachers – Once you have checked in with your Row Monitor, and given them your EOC form (reporting injuries and missing), you need to

take your students to the football field, which will serve as our student release center for parents. For the sake of the drill and keeping students

with their classes, each wing has a designated area on the football field. Refer to the diagram in your evacuation materials to find the location

for your classroom wing. In a true emergency, students would break out by alphabet. Signs would be posted in the same sections on the

football field.

b. Teachers with Assigned Duties (First Aid, Search and Rescue, etc.) – After taking roll, tell the Row Monitor about any missing students,

and give them the EOS form. Then give your room buddy your roll sheet and have your room buddy take your students out to the football field.

You then need to report to the Command Center in the quad.

c. ROW MONITORS: Once all of your classrooms have been accounted for, bring the EOC forms to Daniella Quinones or Teri Faight at the

Command Center.

8. Report: Teachers will retake attendance once they are on the football field. Teachers will give their roll sheets to the Student Supervisor, who

will be located at the gate next to the multiuse field.

9. Command Center will be the Administration Office – If the Administration Office sustains damage, it will be relocated to the quad. Triage will be

set up in front of the main gym.

10. All Clear: The bell will ring for all-clear once all row monitors have reported to Daniella Quinones with the EOC forms and all buildings have

been checked for trapped personnel and students.

11. Evaluation: After the drill, you will be emailed an evaluation of the drill. Please fill out this form ASAP so administration can use this information

to make modifications for next year's drill.

Explosion or Risk Of Explosion

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

Fire on School Grounds

AR 3516.1 Business and Noninstructional Operations

Fire Drills And Fires

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall also hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The principal shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The 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. (Education Code 32001)
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 provide assistance to 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 provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Flooding

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

Loss or Failure Of Utilities

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

Pandemic

Psychological Trauma

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the LAHS School Resource Chaplains. Emergencies like these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of others.

Suspected Contamination of Food or Water

HS 116277

Potable Water Systems; Lead Testing; Schoolsites

(a) (1) A community water system that serves a schoolsite of a local educational agency with a building constructed before January 1, 2010, on that schoolsite shall test for lead in the potable water system of the schoolsite on or before July 1, 2019.

(2) The community water system shall report its findings to the schoolsite within 10 business days after the community water system receives the results from the testing laboratory or within two business days if it is found that the schoolsite's lead level exceeds 15 parts per billion.

(3) If the lead level exceeds 15 parts per billion, the community water system shall also test a water sample from the point in which the schoolsite connects to the community water system's supply network to determine the lead level of the water entering the schoolsite from the community water system's water supply network.

(b) (1) A local educational agency shall allow the community water system access to each of the local educational agency's schoolsites that are subject to subdivision (a) to conduct testing.

(2) If the lead level exceeds 15 parts per billion, the local educational agency shall notify the parents and guardians of the pupils who attend the schoolsite or preschool where the elevated lead levels are found.

(c) (1) If lead levels exceed 15 parts per billion, the local educational agency shall take immediate steps to make inoperable and shut down from use all fountains and faucets where the excess lead levels may exist. Additional testing may be required to determine if all or just some of the school's fountains and faucets are required to be shut down.

(2) Each local educational agency shall work with the schoolsites within its service area to ensure that a potable source of drinking water is provided for students at each schoolsite where fountains or faucets have been shut down due to elevated lead levels. Providing a potable source of drinking water may include, but is not limited to, replacing any pipes or fixtures that are contributing to the elevated lead levels, providing onsite water filtration, or providing bottled water as a short-term remedy.

(d) Each community water system, in cooperation with the appropriate corresponding local educational agency, shall prepare a sampling plan for each schoolsite where lead sampling is required under subdivision (a). The community water system and the local educational agency may request assistance from the state board or any local health agency responsible for regulating community water systems in developing the plan.

(e) This section shall not apply to a schoolsite that is subject to any of the following:

(1) The schoolsite was constructed or modernized after January 1, 2010.

(2) The local educational agency of the schoolsite is currently permitted as a public water system and is currently required to test for lead in the potable water system.

(3) The local educational agency completed lead testing of the potable water system after January 1, 2009, and posts information about the lead testing on the local educational agency's public Internet Web site, including, at a minimum, identifying any schoolsite where the level of lead in drinking water exceeds 15 parts per billion.

(4) The local educational agency has requested testing from its community water system consistent with the requirements of this section.

(f) For purposes of this section, the following definitions apply:

(1) "Local educational agency" means a school district, county office of education, or charter school located in a public facility.

(2) "Potable water system" means water fountains and faucets used for drinking or preparing food.

(g) This section shall become inoperative on July 1, 2019, and, as of January 1, 2020, is repealed.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

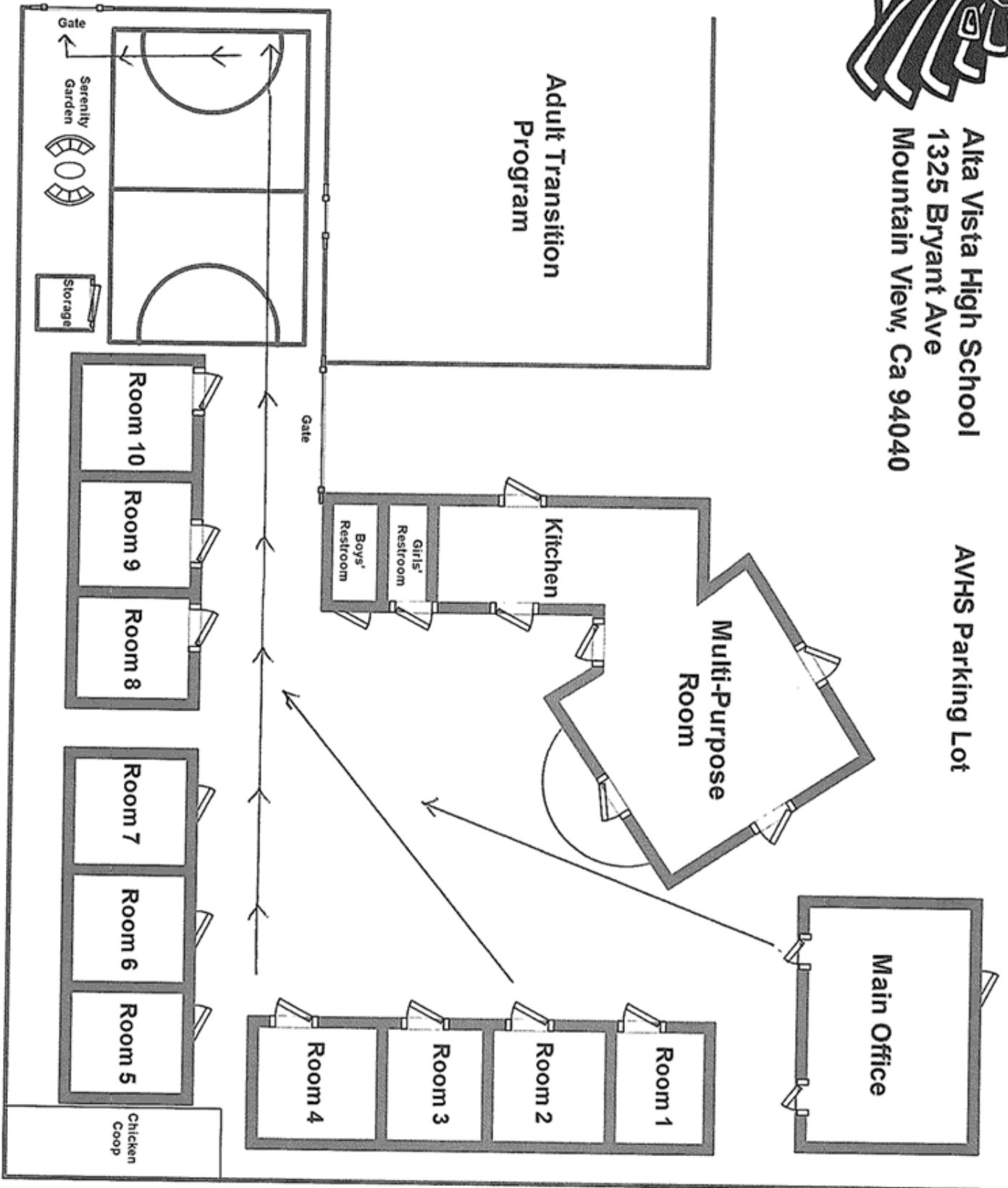
An unlawful or unauthorized demonstration or walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unauthorized demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to resolve the situation.

Emergency Evacuation Map



Alta Vista High School
1325 Bryant Ave
Mountain View, Ca 94040

AVHS Parking Lot





**MOUNTAIN VIEW LOS ALTOS HIGH
SCHOOL DISTRICT**

SCHOOL SAFETY PLAN

ALTA VISTA HIGH SCHOOL

2023-2024 Comprehensive Safety Plan

1325 Bryant Avenue, Mountain View, CA 94040

Mountain View-Los Altos Union High School District

*This School Safety Plan was developed collaboratively with the
Site Safety Planning Team and the AVHS Site Council*

AVHS Board Approval Confirmed by:

Name	Title	Signature	Date
<i>Sanjay Dave</i>	<i>Board President</i>		
<i>Dr. Nellie Meyer</i>	<i>Superintendent</i>		

This document is to be maintained for public inspection in the district office during regular business hours.

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Comprehensive Safety Plan Purpose & Compliance

Our School Safety Plans have evolved over the years, commencing with the enactment of SB 187, which required schools to develop Comprehensive School Safety Plans for the first time by September 1, 1998.

The State Legislature's intent in enacting SB 187 was to: "...unite all existing statutes that relate to school safety and ensure compliance with their provisions by including the requirements of school safety provisions in each school's comprehensive school safety plan."

The minimum requirements of this plan include:

- Maintaining a safe environment for students.
- Identifying and implementing safe school strategies and progress
- Addressing the school's procedures for complying with existing laws relating to school safety, which must include:
 - Assessment of school crime committed on school campuses and at school-related functions
 - Discrimination and harassment policies
 - Child Abuse reporting procedures PC 11164 et seq.
 - Disaster Response procedures
 - Suspension and Expulsion Policies EC 48900 et seq.
 - Procedures for notifying teacher of dangerous Students EC 49079
 - Sexual harassment policy EC Sect. 212.6(b)
 - School-wide dress codes prohibiting gang-related apparel EC 35183
 - Procedures for safe ingress and egress from school
 - Procedures to ensure safe and orderly environment conducive to learning
 - Rules and procedures on school discipline EC 35291 & 35291.5

Placing school safety procedures and policies together in one plan as required by SB 187 has the great benefit of allowing school administrators to ensure that this vital learning support element is fully in place. In addition, the development of this plan fulfills a requirement of the Improving America's Schools Act, Title IV to conduct an objective analysis of drug and violence problems in schools and to set measurable goals for dealing with those problems.

SB 187 also prescribes the methods by which the plan must be established and annually updated. Furthermore, it outlines Santa Clara County Office of Education and district responsibilities for ensuring that each school completes this plan.

- The school district and the county office are jointly responsible for the overall development of comprehensive school safety plans at each of their schools.

- The School Site Council is responsible for the development of the Plan and may delegate the responsibilities to a committee with specified members. EC 35294.1(b) 4
- The School Site Council shall work with law enforcement in developing the Plan. EC 35294.1(b) (3)
- The Comprehensive School Safety Plan shall be evaluated and amended as needed, not less than once per year. EC 35294.2(e)
- The Plan shall be readily available for inspection by the public.
- Each school must forward its Comprehensive School Safety Plan to the school district for adoption by the board and the district must submit the Plan to the County Office of Education. In the event that a school fails to develop a comprehensive plan, the district and the County Office of Education have the responsibility of notifying the California Department of Education of the failure to comply.

The Safe School Plan is a continuation of the plan developed in 1998. The subcommittee reviewed, edited, and added to the document to meet the current needs of the Alta Vista High School (AVHS) and Freestyle Academy (FSA)Communities.

As defined in **MVLA Board Policy 0450**, the Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

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 at a regularly scheduled meeting.

Declaration regarding MVLA Board Policy and administrative regulation references:

Except when specifically quoted, the MVLA Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language.

A copy of the comprehensive district safety plan and individual site safety plans are available for review at the Mountain View Los Altos Union High School District office or at this website: <https://www.mvla.net/About-MVLA/District-Plans--Reports/School-Safety-Plans/index.html>

Principles

Alta Vista High School Mission Statement

Our mission is to provide a rigorous learning environment that is safe, caring, and flexible so that students can graduate high school.

AVHS Vision and Student Learning Outcomes

Our vision is to be a place where all students become responsible young adults who can think critically, communicate effectively, and achieve academically.

Safety Plan Vision

Our school will be free of drug and alcohol related issues and students and staff will work together to foster a disciplined and harmonious environment, conducive to learning.

SCHOOLWIDE LEARNER OUTCOMES

WE ARE ALTA

ACCOUNTABILITY

Students will be accountable young adults who:

- Maintain excellent attendance.
- Develop short and long term goals and action plans to achieve them.
- Prioritize physical, mental, and emotional well-being.
- Speak and act in a way that positively contributes to their community.

LEARN SOCIAL/EMOTIONAL SKILLS

- Advocate for themselves.
- Prioritize physical, mental, and emotional well-being.
- Speak and act in a way that positively contributes to their community.
- Demonstrate resilience and the ability to overcome obstacles.

THINK INDEPENDENTLY
AND CONTINUE TO GROW IN THEIR KNOWLEDGE

Students will be thinkers who:

- Interpret and understand key concepts in all subject matter areas.
- Evaluate and analyze information from multiple points of view.
- Develop original arguments supported by evidence.

ACADEMIC ACHIEVERS

Students will be academic achievers who:

- Effectively and efficiently manage their time.
- Consistently meet or exceed standards for learning objectives and assignments
- Monitor their academic standing and progress.
- Are prepared to transition into adulthood with an executable plan for their chosen pathway.

Components of the Comprehensive School Safety Plan

AVHS Safety Planning Team and Advisors

This plan was reviewed and updated during the 2022-2023 school year, with revisions made based on input received from those listed below during regular meetings held throughout the year.

- Dr. Nellie Meyer, District Superintendent
- Mike Mathiesen, Associate Superintendent of Business Services
- Suzanne Woolfolk, Principal
- Alba Garza, Community Resources Coordinator
- Debi Rudd, Program Support Specialist
- Officers James Guevarra and Thomas Low of Mountain View PD, School Resource Officers

Assessment of School Safety

Education Code, Section 32282 (a) 1

Alta Vista High School and Freestyle Academy are student-oriented schools where student achievement, safety, and well-being guides our decision making. AVHS and FSA have a reputation as a welcoming and safe place for young people where student voice is valued and students are treated with respect as they progress on their journey to adulthood. The AVHS and FSA staff focuses on meeting the academic needs of all our students while supporting their social and emotional needs.

I. ASSESSMENT OF CLIMATE AND CONDITIONS

Results from our last WASC accreditation process which includes input from a wide variety of stakeholders:

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
E2.1- Standard met	The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.
Office, Comm Res	Student contracts and agreements, parent notifications, individual phone calls home if concerned, behavior contract, responding to parent concerns are all in place to assure that the school is safe, clean, and orderly all interactions are handled with a culture of respect for all students.
Students	In 2022, 64.8% of our students stated that they agree or strongly agree that they understand the attendance policy. 94.6% of the students stated that they agree or strongly agree that the campus is well cared for. In January 2024, 93% of the students stated that they agree or strongly agree that they feel safe while attending school (even despite frequent home/community violence the month prior to surveying); 99% of the students agreed or strongly agreed that they are treated with respect by all staff, and annually since 2022, 80% of students state they enjoy school at AVHS, compared to their prior comprehensive high school.
School Board	The board has stated historically that they are willing to put the resources into supporting Alta Vista in order to continue having a small campus where the student to staff ratio is 10:1. They love the fact that our Community Service Coordinator is stationed on campus, as this allows for students and families to check in with her at any time. Since 2022, MVLA board members have noted in meetings that they are impressed by the growth in student connectedness and positive attendance, as well as outstanding academic engagement.
District Office	Provides a ground crew which keeps the facilities clean. This includes a custodian, gardeners, and maintenance crew. Because of COVID 19 the district has taken a stronger stance about classroom cleanliness, which now includes using specific disinfectants to clean all classrooms. The district continues providing weekly testing for all students who want testing, have provided KN95

	masks for all students who need a mask, and have provided at home testing kits to any student who wants a testing kit at any time.
Parents	Parents attend enrollment meetings, review school rules and expectations, and establish relationships with office staff. Many parents stated that the office staff is their first line of communication when they need support with their student.
Community	Community members reported that the campus feels very welcoming to all. The community members felt that the school offers a lot of support for the students. Many community members who run programs on our campus felt honored to be on our campus and to be able to help students who have greater needs. The A La Carte Van that comes to our campus to provide meals for our students weekly is planning on starting a training program in the near future to give students culinary skills for life after high school. The members of this program have stated that when they are up and running because of the connection to our students they would like to see our students as part of this program.
E2.2- Exceeds standard	The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.
Office, Comm Res	The Community Resources Coordinator position exists not just to honor individual differences but to ensure that all students are treated justly and equally. The Community Resources Coordinator is an advocate for our students on campus and within the community. Our front office also does this work as the initial contact person for the community.
Students	In January 2023, 100% of the students stated that they agree or strongly agree that they felt safe while attending school. 86% stated that they agree or strongly agree that their differences are respected, and similar percentages for respect by teachers and with peers. Students treat each other with respect. 80% stated they like AVHS compared to their prior comprehensive high school, and 78% would recommend AVHS to a friend.
School Board	The board stated that they think the small size of the school allows for students to feel like they are a family. The board stated that the teachers are caring, resourceful, flexible, and are always trying to get the students to be continuous learners. The board also commended staff this year for offering a growing range of electives and CTE options, as well as recently being approved for in-seat College Prep UC/CSU a-g course offerings (as well as CP/Honors/AP offerings with online provider support).
District Office	Has provided our school with a Community Resource Coordinator and with a part-time CHAC counselor. The district shared that Alta personalizes or individualizes their program based on student needs. They love that our school focuses on more than just academics, our school also offers CHAC, the health van, mental health services, and other services. They love the flexibility the school has for offering different core courses for students and that we are able to participate in sports with other continuation schools. The district takes great pride in the small student to teacher ratio. And that they love that the school is able to have animals on the grounds. For example the school has chickens on the grounds and had goats at the start of the school year.
Parents	Parents reflect their appreciation for the personalized, compassionate approach and continual communication about progress on a weekly basis. Parents comment that their students are happy to go to school each day. In 2022-23 and beyond, we increased the frequency of parent events on campus, adding

	to the event calendar and increasing involvement (Back to School Night, Open House, parent spectators at AVHS sports events, and the number of parent/administrator/teacher/student CARE conferences and progress meetings).
Community	Alta Vista works with community members in a range of ways, and appreciates involvement on a weekly basis. Examples include Mentor Tutor Program brunch/lunch center and volunteer mentorship; donors to our Snack Shack; scholarship community members/organizers; comprehensive site club leaders, and local community organizations such as Canopy of Mountain View.
Teachers	This category is a source of pride for the teachers at Alta. Teachers are flexible, meeting students' individual learning needs and pace. Flexible schedules also allow for students to be in the classes they need to be in, with courses completed and adjusted for graduation needs on a frequent basis so that students continue to progress. Teachers also dominate the staff meeting so that they can talk about individual students and the support that the students need. The staff meeting is also used to talk about not only support, but student successes. This allows for teachers to acknowledge students when they see them on campus about wonderful things they have done in other classes.
E2.3- Standard met	The entire school community has an atmosphere of trust, respect, equity, and professionalism.
Office, Comm Res	The front office and Community Resources Coordinator are friendly and greet every parent/student they encounter by name. Parents share that they feel acknowledged and heard by our school staff. Every interaction with students and families is full of empathy and practical individualized opportunities for help. The office would hear complaints about staff professionalism and this infrequently happens. We facilitate parent conferences based on this type of concern and it is almost always resolved immediately.
Students	The students in their survey stated that 86% of the students strongly agree or agree that they are treated with respect and dignity by staff. 86% said that they strongly agree or agree that they are treated with respect and dignity by their peers.
School Board	The board stated that they think this is what Alta does best. They feel that the staff is caring and dedicated to their students, and continues to grow in student and community connectedness. They feel that the staff excels at working with students who have different levels of capabilities. They stated that the staff understands that the school is a family, and that this family supports students' success.
District Office	The district states that they see love and care for all students at Alta. They stated that the staff is there to support all students.
Parents	The parent focus group said that this would be a met standard. They feel that the school provides an opportunity for trust and respect. One parent stated that she has seen this when she goes on the day of the health van. She claims that Alba and Debi are there for the students and are the first line of contact for parents who need support.
Community	The community members shared that they felt that Alta created strong relationships with the students. They felt that both the school and community are very supportive of the Alta students. Mentor Tutor Connection (This is a group that is on our site that matches a community member to a student. The community member is there as a support for the student. They talk about what

	is happening in the students life and they do activities together outside of school.) would like to become part of the safety net for students at Alta.
Teachers	The teachers love the small campus, because they feel that the campus is more like a family atmosphere. Because of the close knit groups, students feel like they can come and talk to someone on campus about issues they are having.

Community & Belonging

In surveying AVHS students over time, they agreed that:

	December 2021	September 2022	January 2023	January 2024
Feel Safe	86%	97%	100%	93%
Like AVHS	54%	80%	80%	95%

Since 2022, data has held at 80% of students stating they enjoy coming to AVHS (compared to prior high school).

As of January 2024. 83% believe their strengths and efforts are recognized at AVHS!

II. Data for Attendance, Suspension and Expulsion and Referrals to Other Settings

Number of Suspensions

	2018-19	2019-20	2020-21	2021-22	2022-23
Suspensions	13	11	0	23	29

Number of Expulsions

	2018-19	2019-20	2020-21	2021-22	2022-23
Expulsions	0	0	0	0	0

Crime Statistics – Number of Incidents

	2018-19	2019-20	2020-21	2021-22	2022-23
Theft/Vandalism	0	0	0	1	0
Fighting/Violent Incident (Injury)	0	0	0	1	0
Fighting/Violent Incident (No injury)	5	0	0	2	7
Dangerous Object	1	0	0	0	3
Controlled Substance	6	8	0	14	18
Disruptive/Defiant	1	3	0	5	1
Other	0	0	0	0	0
Total	13	11	0	23	29

Data source: CDE Dataquest

Referrals to Other Settings

	2018-19	2019-20	2020-21	2021-22	2022-23
Traditional School	12	10	9	19	15
Adult Education	13	6	3	8	3
County Community School	2	1	2	0	1

Institutional Placement	3	2	1	1	2
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Attendance Data

	2018-19	2019-20	2020-21	2021-22	2022-23
% Annual Attendance AVHS	86	85	34	61	72
% Annual Attendance MVLA	96	97	97	TBD	TBD

District/Campus Safety Strategies and Programs

Education Code 32282 (a) 2 (A)-(J)

As written in **MVLA Board Policy 5142**, The Board of Trustees recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

(A) Child Abuse Reporting Procedures

Additional code references: Education Code 35294.2 (a) (2); Penal Code 11166

According to **MVLA Board Policy 5141.4**, the Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction.

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

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

District 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.

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

(B) Emergency Preparedness and Crisis Response Plan

Additional code references: Educational Code 35295-35297; Government Code 8607 and 3100

In **MVLA Board Policy 3516**, The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan.

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

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 the district may deem necessary to meet the community's needs.

District employees are considered disaster service workers and are subject to disaster service activities assigned to them.

The Mountain View Los Altos High School District Crisis Response plan is included in the appendices, and accomplishes the following:

- Appendix B: District Crisis Response Plan, incorporates strategies of the Incident Command System (ICS), SEMS and NIMS.
 - Provides emergency contact information for district staff in Appendix B.1: District Staff Emergency Contacts – Confidential.
 - Provides emergency contact information for school site staff in Appendix B.2: Campus Staff Emergency Contacts – Confidential.
 - Describes the ICS structure for the district crisis response team in Appendix B.4: MVHS Incident Command System.
 - Defines specific evacuation procedures for the district office and school sites developed with considerations for students with physical disabilities in Appendix B.5: District/Campus Emergency Evacuation Plans.
- Provides guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake in Appendix C: Emergency Response Guidelines and Appendix D: Types of Emergencies & General Procedures.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Additional code reference: Education Code 48900, 48915 (d) and (e)

Through **MVLA Board Policy 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. 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.

The policy also describes disciplinary guidelines in accordance with state and federal law, Student Due Process, Supervised Suspension Classroom, and the Decision to Not Enforce Expulsion Order available to the school board.

For campus-specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student and parent handbooks distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(D) Procedures to Notify Teachers of Dangerous Pupils

Additional code reference: Education Code 49079

As described in **MVLA Board Policy 4158**: the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

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

(E) Discrimination, Harassment and Bullying Policies

Additional code reference: Education Code 200-262.4

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in **MVLA Board Policy 0410**, which states that the Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The Board shall promote programs that ensure that discriminatory practices are eliminated in all district activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

MVLA Board Policy 5145.3 states that district programs and activities shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity,

gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

MVHS considers bullying a form of harassment and will treat it as such, especially when the bullying is in regards to a student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

As written in **MVLA Board Policy 5145.7**, the Governing Board is committed to maintaining an educational environment that is free from harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

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 under any circumstance
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

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

MVLA Board Policy 5131.2 explicitly prohibits bullying by stating that 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.

(F) School-wide Dress Code

Additional code reference: Education Code 35183

As described in **MVLA Board Policy 5132**, 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 that 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.

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.

For campus-specific detailed dress code requirements, please refer to the student and parent handbooks that are distributed to all students at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.

(G) Procedure for Safe Ingress and Egress to and from School

Through a collection of Board Policies, Mountain View Los Altos High School District has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school. The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- BP 5142: describes a collection of policies and procedures to ensure student safety and details procedures to enhance pedestrian safety. Included in policy language; "To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed."
- BP 5131: holds students accountable for conduct not only on campus but also on their way to and from school.
- BP 5131.7: prohibits the possession of weapons, imitation firearms or dangerous instruments of any kind with specific reference to times where students are on their way to or from school.

Each school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threats or other similar hazards. A map showing emergency evacuation procedures for each campus is included in Appendix B.5: District/Campus Emergency Evacuation Plans.

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in **MVLA Board Policy 1250**:

To ensure the safety of students and staff and avoid potential disruptions, any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session.

For purposes of school safety and security, the principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

Additional code references: Education Code 32210-32211, Penal Code 627

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

As intended by Educational Code 32282 (b) the action plans shown in the tables on the following pages were developed to meet the current needs of the Alta Vista High School and Freestyle Academy.

Each goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated project lead. Outcome measures are also listed and may be used to assess the progress in achieving the objectives.

2023-2024 Action Plan

Findings based on Data Review, Student and Staff Surveys, Observations, Annual Board Review, WASC Report and Goals

Safe Physical Climate Goal: AVHS & FSA		Our schools are a source of pride in our community with safe, clean and healthy facilities where our students can learn, achieve and thrive.		
Objectives	Action Steps	Resources	Project Lead	Outcomes
1.) Identify and address/secure critical facility vulnerabilities and hazards	<p>Continue to evaluate effectiveness of alarms, bell systems, and fire code compliance and address identified weaknesses.</p> <p>Update all facilities maps and hazard response materials as needed.</p>	Staff/room clipboards and Google Folder with hazard response information	<p>Head of Maintenance</p> <p>Principal</p>	Concerns will be reviewed and strategies will be developed to address each as needed.
3.) Strengthen and practice crisis response plans	<p>a.) Revise crisis response plans as needed.</p> <p>b.) Collaborate with local public safety and emergency response agencies to assess and revise campus crisis response plans</p> <p>c.) In coordination with public safety partners, review and update campus crisis response plans and develop emergency response chart for classrooms</p> <p>d.) Provide ongoing site staff and faculty training on crisis response procedures</p>	<p>a.) MVPD and MVFD</p> <p>b.) Principal</p> <p>c.) Online training through FEMA</p>	Principal	<p>Annual review and update of site plans.</p> <p>Development and installation of emergency response charts for classrooms.</p> <p>Fire drills, earthquake, and lock-down exercises will be logged by site administration.</p>
4. Continue to follow safety protocol developed by Santa Clara County related to COVID-19.	<p>2) Monitor district and county directive; act in accordance with guidelines.</p> <p>covid19.sccgov.org/covid19-guidelines</p>		Principal working with DO	<p>All persons on campus follow COVID-19 safety protocols.</p> <p>Safe workplace environment for all with minimal</p>

				COVID-19 positive cases.
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Safe Social Climate Goal: AVHS		Addressing student behaviors and needs that impact success in school. (Drug usage, school culture, student wellness including mental health)		
Objectives	Action Steps	Resources	Project Lead	Outcomes
1.) Increase awareness of drug/vape prohibitions on campus and decrease use of vaping or other drugs on campus	a.) Communicate regularly with families regarding vaping behaviors and access to resources. b.) Increase drug/alcohol educational opportunities for students. c.) Provide Narcan and Fentapill awareness assemblies (and Narcan distribution to all students) d) Offer a 6 week “Tobacco Prevention Toolkit’ program with incentives for students once a semester.	Tobacco Prevention Toolkit Curriculum Classes	Principal Community Resources Coordinator District Wellness Coordinator	Decrease of vaping & other drug use on campus as seen in discipline records.
2.) Increase awareness of mental health resources available to students.	a.) Add signage to more public areas, including restrooms, about how to access support. b.) Maintain new Aztec Igloo, a dedicated wellness space on campus. c.) Communicate an AVHS definition of Wellness and Mental Health - including showcasing our therapists and CHAC interns so they are familiar faces. e.) Develop a school-wide strategy to engage students in health and wellness. f.) Offer parent workshops to families to decrease the stigma	Mental Health Guest Speakers Weekly School Announcements at school, Monthly Assemblies, and Weekly Community News emailed to families and students	Mental Health Task Force Community Resources Coordinator	Increased use of Mental Health resources. (should we change it to this?) Ensure every student experiencing anxiety and/or depression is connected to appropriate support. Decrease in severe anxiety and depression cases. Thriving Aztec Igloo as wellness space (aiming to staff with social work intern for the school year 2024-2025).

	<p>of mental health and build awareness.</p> <p>g) Include student assemblies and curriculum to highlight wellness concerns and strategies, healthy relationships, and sharing help resources.</p> <p>h) Grow relationship with community organizations, including Canopy, to create outdoor wellness space, “Alta Serenity Garden”</p>			<p>Strengthen connections with community organizations that help plan and support wellness spaces, assemblies, or presentations.</p>
<p>3.) Increase connections with caring adults</p>	<p>a.) Communicate regularly with students through the Advisory program</p> <p>b.) Promote the Mentoring program (MCT)</p> <p>c.) Increase number of CARE conferences</p> <p>d.) Increase number of students accessing counseling services</p> <p>e.) Creation and eventual staffing for Alta Igloo, our wellness room</p> <p>f.) Creation of the outdoor “Alta Serenity Garden.”</p>		<p>Advisors</p> <p>Principal</p> <p>MTC Coordinator</p> <p>Community Resources Coordinator</p> <p>Canopy of Mountain View</p>	<p>Decrease of vaping & other drug use on campus as seen in discipline records.</p> <p>Increased use of Mental Health resources.</p> <p>Decrease in severe anxiety and depression cases.</p>
<p>4.) Increase professional development for staff in the area of student wellness</p>	<p>a.) Specific, WASC-aligned professional development for staff</p>	<p>Professional Learning “Language for Academic Writing and Speaking”</p> <p>Annual Continuation School Conference, April 2022/23/24</p> <p>Motivational Education Theory PD with Dr. Robin Love</p>	<p>Principal</p>	<p>Fewer behavioral referrals & more referrals for counseling</p> <p>LGBTQIA+ students report being comfortable at AVHS</p>

(I) School Discipline Rules and Consequences

Every student is expected to arrive on time for school, with necessary supplies, ready to learn. Students are expected to complete the necessary work for a high school diploma, and to refrain from behaviors that might distract a teacher from teaching or other students from learning. The following will serve as a behavior contract for all Alta Vista High School and Freestyle Academy students.

Additional code references: Education Code 35291 and 35291.5

MVLA Board Policy 5131 identifies district-wide standards for student conduct:

The Board of Trustees 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:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, 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
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. 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.

6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. 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.

9. 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](#))

10. Plagiarism or dishonesty on school work or tests

11. Inappropriate attire

12. Tardiness or unexcused absence from school

13. 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 who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent or designee shall notify local law enforcement as appropriate.

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

MVLA Board Policy 5144 describes standards for discipline and provides administrative guidance for the consequences of misconduct:

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires 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, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed support; communicating clear, appropriate, and consistent expectations and consequences

for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

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

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

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal.

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations.

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

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

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

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

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

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

Additional Board Policies are listed below, which describe overarching discipline standards for specific areas of concern. Violation of these items will result in student referral to campus administration at the minimum and may lead to suspension or expulsion. These include:

- Gang prevention; restrictions on student behavior, gestures, apparel or paraphernalia indicative of gang affiliation. **MVLA Board Policy 5136**

- Weapons; prohibition of any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school. **MVLA Board Policy 5131.7**

(J) Tactical Responses to Criminal Incidents

AVHS and FSA place the highest priority on the safety of students, visitors and school personnel. A key part of ensuring this safety is the quick and coordinated response to criminal incidents that may occur on campus. To effectively and efficiently respond to such incidents, AVHS and FSA staff will follow these steps:

1. Upon discovery or witness of a criminal incident, all students will immediately notify a staff member or other adult on campus. Adults will immediately notify the front office at the school where the incident occurred.
2. The administrator or administrator designee will initiate one of the following processes:
 - a. If there is an existing or imminent threat to the safety of students, call 911 and the district office, then immediately activate an appropriate emergency response procedure like lockdown or secure school.
 - i. Await the arrival of emergency responders and follow their instructions as they will have incident command during these types of incidents.
 - b. If there is no longer an immediate threat but a criminal incident (or non-violent criminal incident) has recently occurred while students are on campus then contact the Los Altos or Mountain View Police Department using the non-emergency dispatch number, and request assistance with an in-person response.
 - i. Notify the district office, including maintenance if any facility repair is necessary
 - ii. Await the arrival of emergency responders and coordinate a unified command to ensure the safety of students and school personnel, property and the environment.
 - c. If the criminal incident occurred while no students were present, such as but not limited to vandalism on the weekend, then notify the Los Altos or Mountain View Police Department using the non-emergency dispatch number to request support.
 - i. Notify the district office, including maintenance if any facility repair is necessary
 - ii. Follow the instructions of the dispatch operator or other law enforcement representative. This could include filing a criminal report by phone or using an online system.

Safety Plan Review, Evaluation and Amendment Procedures

The AVHS comprehensive safety plan will be reviewed, evaluated and amended (if necessary) in January of each school year.

Pursuant to Education Code Section 35294.6(a), the MVLAHSD adopted this annual comprehensive school safety plan at the regular meeting of the Board of Trustees referenced on the cover page of the plan. An opportunity for public comment was provided during this meeting, prior to the plan's adoption.

An updated file containing all safety related plans and materials are available for public inspection in the MVLA District Office. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Safety Planning Process.

Safety Plan Appendices

Protected Information

The preceding Comprehensive School Safety Plan is a public document to be available for review in the district office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under Education Code Section 32281, the California Public Records Act (Government Code 6254 parts *c* and *aa*) and/or prescribed by MVLA Administrative Regulation 1340, the following items will be identified as “**Confidential**”, reviewed only in a closed session of the MVLA Board of Trustees and withheld from public release of the Comprehensive District Safety Plan:

- Any appendices that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site.
- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.
(Further detail on protected information is also defined in GC 6254.3.)
- Any appendices prepared to assess district and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt student instruction or safety.

As described in Education Code 32281(f)(1), the school district may elect not to disclose those portions of the comprehensive school safety plan that include “tactical responses to criminal incidents.” the following items will be designated “**For Official Use Only (FOUO)**”, will be reviewed only in a closed session of the MVLA Board of Trustees and released only for official safety assurance or crisis response use:

- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communications systems, crisis response facilities (i.e. command post, staging areas, etc), and supplies storage.

Appendix A: Safety Planning Process

Activity Description <i>(i.e. review steps, meetings conducted, approvals, etc)</i>	Date and Time	Referenced Documents <i>(description and location)</i>
Draft and Review of Goals for Safety Plan <i>(Suzanne Woolfolk)</i>	February, 2023	<i>None attached</i>
Review, Discussion and Input of Draft Goals for Safety Plan AVHS Staff <i>(AVHS Staff)</i>	Fall 2023, and February 26, 2024	
Final Review of Safety Plan by AVHS Site Leadership Team	February 26, 2024	
Review of AVHS Safety Plan by MVLHSD Board of Trustees		

Appendix B: District Crisis Response Plans

The following sections provide key information for crisis response for AVHS and FSA. While this information represents the basic tools needed for an effective crisis response, AVHS and FSA will continue to assess, revise and expand on the plan for continuous improvement in student safety. Additional documentation, including a stand-alone crisis response plan will be referenced in the Comprehensive District Safety Plan as it is developed.

EMERGENCY PROCEDURES Mountain View Los Altos Union High School District rev 12/2007	
Remain CALM; Follow Procedures and Directions (more information on clipboard and/or in Safety Plan)	
<p style="text-align: center; background-color: yellow;">EVACUATION</p> <ul style="list-style-type: none"> Exit according to route on map or as safe. Assist others who are mentally, physically or emotionally impaired. Assemble in the designated assembly area or as directed. Close all doors behind you, DO NOT LOCK. Take roll: account for students and staff. All students to remain under control of the teacher or designee. DO NOT RE-ENTER building and DO NOT LEAVE until directed to do so. <p style="text-align: center; background-color: yellow;">CODE BLUE / SHELTER-IN-PLACE</p> <ul style="list-style-type: none"> Get inside; close doors and windows. Follow directions. Continue normal activities inside. DO NOT LEAVE until released. 	<p style="text-align: center; background-color: yellow;">CODE RED / LOCKDOWN</p> <ul style="list-style-type: none"> Immediately leave campus for the offsite staging area OR get inside. Lock door if possible. Barricade doors, dim lights, cover windows. Get down and behind an interior barricade, offset from door. If serious injuries or other serious situation, place a red card under the door or in a window. Take roll. Stay quiet; use anxiety reducing activities (deep breathing, simple games). Do not respond to fire alarms. Call 9-1-1 if you know identity, location or description of suspect. DO NOT LEAVE until released by public safety.
<p style="text-align: center; background-color: yellow;">MEDICAL EMERGENCY</p> <ul style="list-style-type: none"> Check victim. Call 9-1-1 if life threatening. Report serious injury or illness to office Support victim until help arrives. DO NOT move non-ambulatory victims unless physical dangers are present. <p style="text-align: center; background-color: yellow;">FIRE</p> <ul style="list-style-type: none"> Pull fire alarm. EVACUATE. Keep low, cover face. Test exit doors for heat. If hot, DO NOT OPEN; use alternate route. Close but DO NOT lock doors as you leave. <p style="text-align: center; background-color: yellow;">EARTHQUAKE</p> <ul style="list-style-type: none"> If inside: DROP, COVER and HOLD. <ul style="list-style-type: none"> Make body small as possible. Eyes closed, ears covered. Face in arms, protect back of neck. EVACUATE once it is safe. If outside: Lie prone <ul style="list-style-type: none"> Cover head, face & as much skin as possible. Eyes closed, ears covered. <p style="text-align: center; background-color: yellow;">EXPLOSION</p> <ul style="list-style-type: none"> EVACUATE, uphill and upwind if possible, to a safe distance. DO NOT return to the area until it is declared safe. 	<p style="text-align: center; background-color: yellow;">BOMB THREAT</p> <ul style="list-style-type: none"> EVACUATE involved areas. Look for suspicious objects while exiting but DO NOT HANDLE; tell emergency personnel of location. Leave doors and windows open. DO NOT LEAVE the campus as the device may be hidden in or under a vehicle. DO NOT use light switches or open drawers or cabinets. <p style="text-align: center; background-color: yellow;">HAZARDOUS MATERIALS</p> <ul style="list-style-type: none"> Contact office immediately. Handle medical emergencies; isolate person(s) from others. <p>EXTERNAL HAZARD (outside of building):</p> <ul style="list-style-type: none"> CODE BLUE / SHELTER-IN-PLACE. Remain inside until released by emergency personnel. <p>INTERNAL HAZARD (inside of building):</p> <ul style="list-style-type: none"> EVACUATE; upwind, upstream, uphill if possible. Seal off contaminated area if possible. <p style="text-align: center; background-color: yellow;">VIOLENT VISITOR</p> <ul style="list-style-type: none"> If confronted by violent person; speak calmly and attempt to get intruder to leave. GET HELP. Call 9-1-1 If aware of violent person: initiate CODE RED / LOCKDOWN as appropriate.
<p>Emergency Phone Number: 9-1-1</p> <p>Direct # by cell: City of Mountain View: 650-903-6395 Los Altos: 650-947-2779</p> <p>District Numbers:</p> <p>Superintendent 650-940-4669 Associate Superintendent 650-940-4675 Maintenance & Operations: 650-940-4667 Los Altos High School 650-960-8811 Mountain View High School 650-940-4600 Alta Vista High School 650-691-2433 Adult Education 650-940-1333 Mountain View Parent Preschool 650-969-9506 Los Altos Parent Preschool 650-947-9371 Freestyle 650-940-4680 District Special Ed 650-940-4658 District IT 650-940-7418</p>	<p>Numbers working if power failure:</p> <p>District Office 650-961-7008 Los Altos High School 650-941-2382 Mountain View High School 650-961-7547 Alta Vista High School 650-965-8706 Adult Education 650-966-1079</p> <p style="background-color: yellow;">After major disaster:</p> <ul style="list-style-type: none"> Implement Incident Command System. Parent/guardian must present proper ID to claim students. Staff is required to stay at school until dismissed by Incident Commander. All classified and certificated staff members have emergency assignments.

Appendix B.1: Site Staff Emergency Contacts – Confidential

Name	Position	Cell Number(s)	Safety/ Crisis Response Role
Suzanne Woolfolk	AVHS Principal	[REDACTED]	School Incident Commander Planning Chief
Alba Garza	Community Resources Coordinator	[REDACTED]	Operations Chief Logistics Chief
Vinicio Rubalcava	IA	[REDACTED]	Site Check/Security Search & Rescue
Lisa Falsetti	IA	[REDACTED]	Student Supervision
Jennifer Lewis	Teacher	[REDACTED]	Medical/Mental Health
Debi Rudd	Office Manager	[REDACTED]	Communications
Bonnie Michalek	Teacher	[REDACTED]	Student Release to Family

Appendix B.2: Crisis Response/Community Emergency Contacts

For all emergencies call 911

Public Health and Safety

Vendor	Number	Purpose/Subject
Mountain View Police	Emergency – 911	
	(650) 903-6395	Non-emergency
County Fire	Emergency - 911	
Fire Station	(650) 947-2770	Non-emergency
County Animal Control	(408) 686-3900	Animal-related issues
American Red Cross of the Silicon Valley	(877) 727-6771	
Child Protective Services	(650)-493-1186	24 Hour Reporting
Bay Area Air Quality Management District	(415) 749-5000	Info on air quality

Public Utilities

Vendor	Number	Purpose/Subject
PG&E (natural gas)	(800)743-5000	Gas leaks & Electrical Emergencies
Irrigation District	(650) 917-0152 or (650) 553-0152 after hours	Irrigation water, canals, etc.
County Public Works	(650)947-2785	Regular hours only

Appendix B.3: AVHS/FSA Incident Command System

Standardized Emergency Management System/ Incident Command System Overview

The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) 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.

ICS 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.

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 Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, adaptations for students/staff with disabilities, evacuations, and the release of students.

In the organizational structure described on the preceding page, the Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

Logistics

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

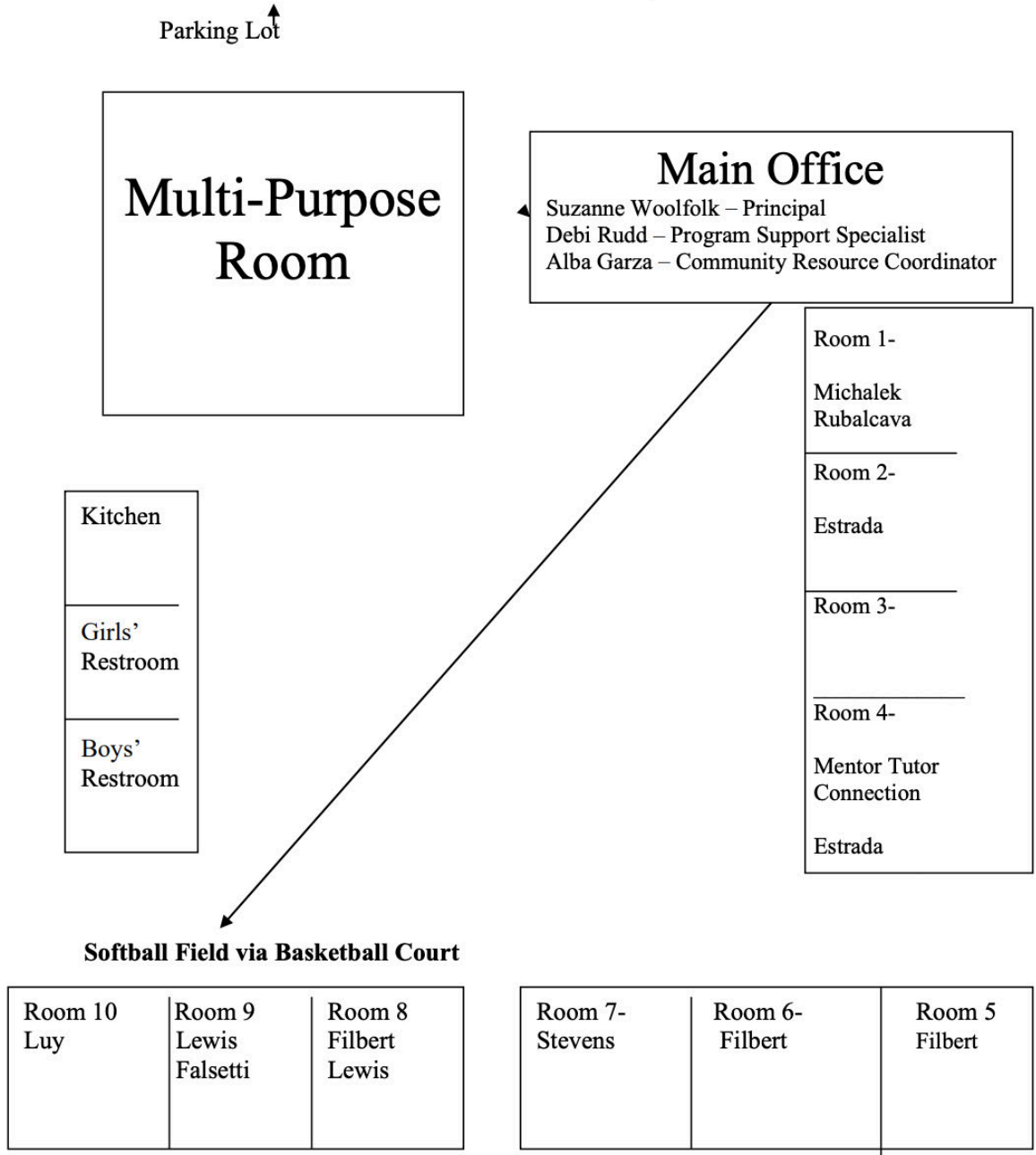
Finance & Administration

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.

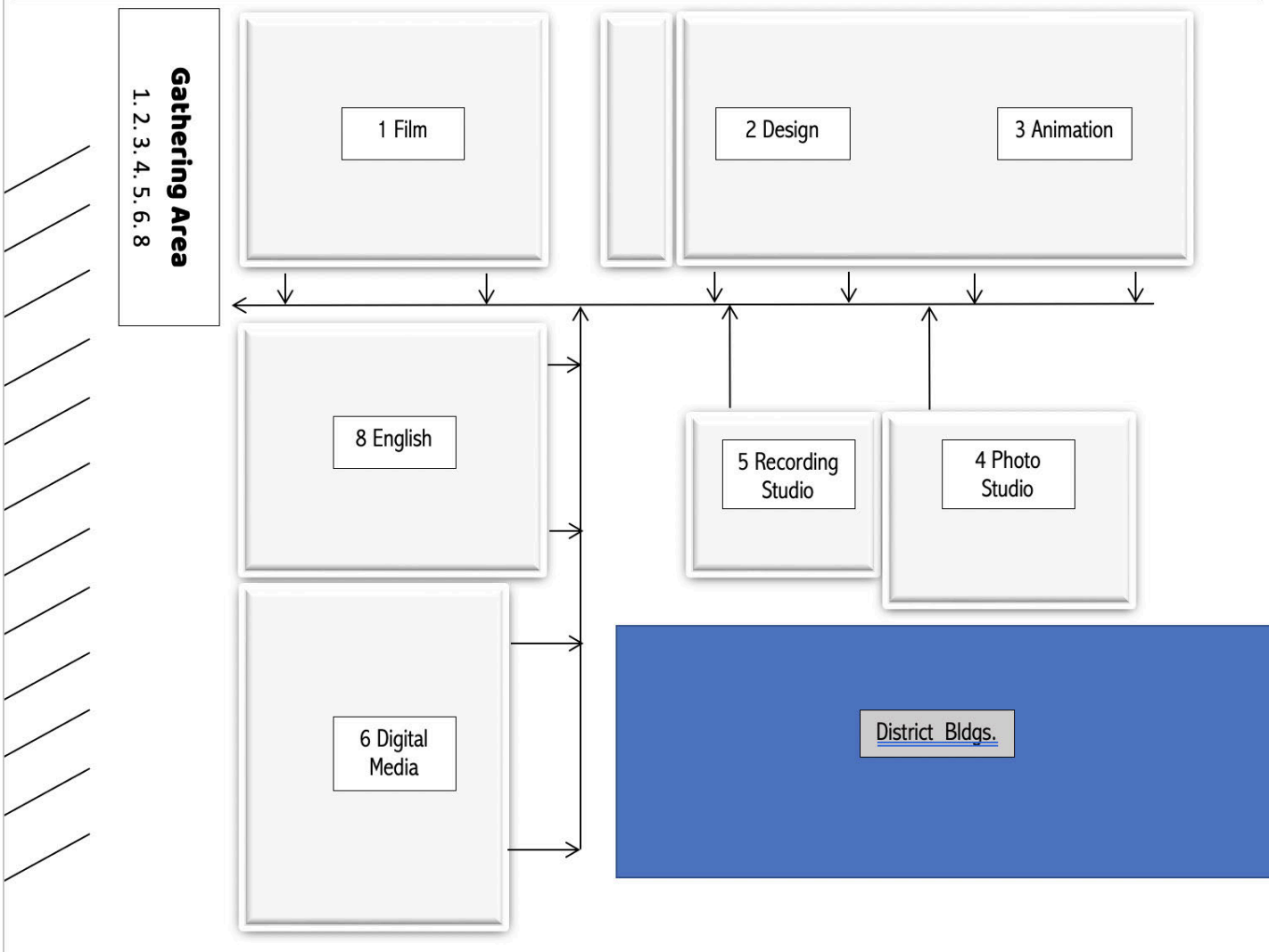
Appendix B.4: District/Campus Emergency Evacuation Plans

[AVHS Emergency Forms](#)
[Freestyle Emergency Forms](#)

Alta Vista High School Evacuation Map



Freestyle Academy Evacuation Map



Appendix C: Emergency Response Guidelines

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed in the following section.

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- **Level 1 Emergency:** A *minor* emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- **Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- **Stop, Drop and Hold:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system may also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Stop, Drop and Hold:** Immediately use the site’s school-wide communication system to instruct students and staff to protect themselves by moving into a “Stop, Drop and Hold” position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a “Stop, Drop and Hold” position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site’s school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site’s school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, create safety barriers and to keep students as far away as possible from any windows until further notice. This response may include the Run, Hide, Defend protocol.
- **Evacuate Building:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area.
- **Evacuate Campus:** Immediately use the site’s fire alarm bell system to notify students and staff that they are to proceed to the site’s outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site’s school-wide communication system to notify staff and students that normal school operations should resume.

AIRCRAFT CRASH

The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a coyote, mountain lion, or any other animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Shelter in Place or Evacuate Building.

ARMED ASSAULT ON CAMPUS

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Shelter-in-Place, Lock Down and the Run, Hide, Defend protocol, Evacuate Building, or Evacuate Campus.

BIOLOGICAL OR CHEMICAL RELEASE

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

BOMB THREAT / THREAT OF VIOLENCE

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to *call 911*. The person answering the threat call should ask the questions listed on the “Bomb Threat Checklist”. In coordination with law enforcement, the administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Lock Down, or Evacuation.

DISORDERLY CONDUCT

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

EARTHQUAKE

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Evacuate Building, or Evacuate Campus.

EXPLOSION OR RISK OF EXPLOSION

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radioactive materials. The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action. If the size of the fire is beyond the control of staff on site, call 911 for immediate assistance from the fire department.

FLOODING

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

LOSS OR FAILURE OF UTILITIES

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Stop, Drop and Hold, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

OPIOID OVERDOSE PROTOCOL

Procedures involve protection, mitigation, response and recovery. AVHS takes ongoing efforts to safeguard the campus, students, teachers, faculty, and staff from an emergency event, through opioid and Fentapill education. We also provide student and staff Narcan/Naloxone use training and distribution, and small-group and individual counseling to mitigate risk factors, and spread awareness regarding the Good Samaritan laws that provide immunity from arrest, charge, or prosecution for certain drug offenses for a person experiencing an overdose — or witnessing another person experiencing an overdose — who seeks medical attention.

In response to a potential overdose, staff are aware of Narcan/Naloxone supplies to administer (with two doses minimum in every classroom, as well as the office). Staff would follow procedure to alert the office and initiate emergency 9-1-1 and guardian contact. Following an overdose emergency, our principal and Community Resource Coordinator would assist students, staff, teachers, and faculty in the recovery process, and restore a healthy and safe learning environment following an emergency event. Outside community support referral for students and/or family may also follow.

POWER OUTAGE

Schools can remain open and operational even with a power outage for periods of time if relative conditions are cooperative, in particular if conditions are optimal and necessary accommodations can be made for child nutrition and student safety. For example, if the weather is moderate and heating or air conditioning is not essential, we can continue without power.

Our schools have emergency materials and supplies including water, snacks, and first aid kits on site that can be used if needed. We have back-up communication systems that allow principals and District staff to receive and send emergency information.

In the event of a school closure due to a power outage, we will notify students, families, and staff with as much advance notice as possible using our mass communications system as well as posting on our website. It is important that MVLA has current parent, guardian, and emergency contact information in our student information system so that you can be notified. Please contact your school's office to update your contact information if it has changed.

Please note, power outages may not impact all schools within our district at the same time. In this case, only the schools with power outages will be closed.

General Procedures in a Power Outage

1. Unless otherwise specified by the district superintendent, the campus shall remain open during regular hours and, if safe to do so, classes/work shall operate as normal. It is the expectation that all staff remain on-site until otherwise directed.

2. All persons shall avoid unnecessary movement throughout the campus and buildings to avoid injury resulting from slips, trips, or falls. During regular business hours, there is typically sufficient natural light to safely remain in place for a period of time.
3. Each campus shall assess where staff and students shall relocate to if they are in an area with no natural light. As certain areas of a building are more appropriate than others to occupy during a power outage, safe areas must be identified and utilized (rooms with natural light, close proximity to washrooms, centralized area for communication purposes).
4. Each campus should consider storing the following supplies in case of an extended power outage: flashlights, battery powered radios, extra batteries, warm blankets, hand sanitizer and some drinking water. These items/batteries should be inspected during the regular campus inspections to ensure they are present and in good working order.
5. School phones require power and internet connection. The principal/site supervisor and staff members shall consider alternate forms of communication if main telephone lines are unavailable, such as cell phones or two-way radios.
6. Communicate with parents/guardians that the phones are not working and establish, through the district mass communication system and website, end of day procedures regarding safe departures.

PSYCHOLOGICAL TRAUMA

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the LAHS School Resource Chaplains. Emergencies like these usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of others.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposely contaminating the food or water source.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful or unauthorized demonstration or walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unauthorized demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to resolve the situation.