

**Rocklin Unified School District  
Rocklin High School**

**2018-2019**

**Comprehensive School Safety Plan**

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## **I. Assessment of Current Status**

### **School Description and Profile:**

#### **School Description**

Rocklin High School is a four-year comprehensive high school with a current enrollment of 2071 (as of 12/21/17). In spring of 2007, RHS was awarded designation as a California Distinguished School. Our continual quest for improved ways to help students succeed has earned RHS the distinction of being the highest-ranking school in all of Placer County for the ninth year in a row. In our 25 year history, RHS has established and maintained its reputation as an exceptional academic institution, boasting annually improved API scores: 830 for 2006; 832 for 2007; 841 for 2008; 859 for 2009; 865 for 2010; 881 for 2011; 888 for 2012; and 894 for 2013. RHS has also been recognized by US NEWS AND WORLD REPORT as a 'Silver School' in their "Best Schools in the Nation" issue.

All of RHS's core departments have established 'Essential Skills and Concepts' for their courses. ESCs establish critical curricular elements which students must indeed master before they can be considered as passing that course. Our system of education is driven by performance-based standards as mandated by the California Department of Education and the Rocklin Unified School District Board of Trustees. Our strong curricular framework is aligned with California Department of Education's Content Standards K-12 and our core departments collaborate to maintain common formative assessments within their courses. The core of our educational philosophy rests on the belief that all students will master the learning associated with a common set of standards. On our path to continuous school improvement and realizing that students possess a wide variety of learning styles, RHS has a systemic, directive intervention program which encourages students to take ownership of their own learning - giving them 30 minutes daily to concentrate only on identified concepts which they have not yet completely mastered (PLUS Period). The academic year is based on two semesters, each approximately 18 weeks in length. RHS is on an 8 period rotating-block schedule with class periods of 80 minutes.

RHS provides students with a wide variety of opportunities to excel in areas of special interest. All students must complete a minimum 250 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Science, 30 in Mathematics (students must pass both Integrated I and Integrated II), 35 in Social Sciences, 5 in Health, 30 in Physical Education, 10 in Foreign Language, 10 in Technology, and 10 in Visual and Performing Arts. Additionally, students are required to perform a minimum 25 hours of documented community service as a graduation requirement.

#### **Mission Statement:**

Rocklin High School is an established, exceptional educational institution....empowering each student to become a dynamic, life-long learner, positioned to succeed in a global community. Our collaborative and innovative system is distinguished by a creative learning environment that supports the physical, intellectual and emotional needs of each individual.

School Staff -- Credentialed staff includes 78 full-time teachers, 11 part-time teachers, 4 administrators, 4 counselors, 1 activities director, 1 part-time athletic director, 1 health aide and 1.5 psychologists. 41% of the professional staff has earned a master's degree or higher. Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations, and parent communications.

Philosophy -- Rocklin High School prides itself on staying up to date and on the cutting edge of education. The system of education at Rocklin High School is driven by performance-based standards as mandated by the California Department of Education and the RUSD Board of Trustees. The core of our educational philosophy rests on the belief that all students will master the learning associated with the common set of standards. The curriculum, instruction, assessment, and parental reporting system are designed accordingly. The community is proud that Rocklin High School is a school where all students learn and grow academically, socially, and emotionally within a positive, nurturing learning environment.

Curriculum --The Rocklin High School curriculum was developed by the original curriculum committee and adopted by the Board of Trustees in March 1993. This curriculum is based on a Mastery Learning system that incorporates information taken from the California State Frameworks, UC and CSU admission requirements, and California State Department of Education's document Second to None. As our school has evolved the curriculum has continued to develop meeting the challenges of No Child Left Behind. Using this system ESLR's were embedded throughout the school's curriculum in the form of Essential Skills Assignments. Students must master these standards. The curriculum is continually evaluated to ensure it is aligned with State Standards.

Graduation Requirements -- All students at Rocklin High School must complete 250 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Science, 30 in Math (students must pass Algebra I and Geometry), 35 in Social Science, 5 in Health, 30 in Physical Education, 10 in Foreign Language, 10 in Technology, 10 in Visual and Performing Arts, and 50 in Elective.

- Rocklin High School students must also demonstrate competency in all Expected School Wide Learning Results (ESLR's).
- Rocklin High School requires students to perform a minimum of 25 hours of documented community service as a graduation requirement.

Academic Honors Courses – Advanced and Honors courses are offered at all grade levels in Language Arts, Math, Foreign Language, Science, and Digital Art.

Rocklin High School earned a 6-R from our Western Association of Schools and Colleges accreditation in spring of 2012.

Academic Achievement -- In the Fall of 2016 the academic GPA for Rocklin High School students was 3.24 unweighted and 3.43 weighted. In the Spring of 2017 the unweighted overall GPA for Rocklin High School students was 3.16 and the weighted GPA was 3.37.

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#### **Summary of School Crime Data:**

2016-17 Suspension and Expulsion Data (# suspensions, (#expulsions))

48900(a)(1)	- Caused, Attempted, or Threatened Physical Injury	- 18, (1)
48900(a)(2)	- Use of Force or Violence	- 0
48900(b)	- Possession, Sale, Furnishing a Firearm or Knife	- 2
48900(c)	- Possession or Sale of Controlled Substances	- 28, (1)
48900(d)	- Offering, Arranging, or Negotiating Sale of	- 1, (1)
Controlled Substances, Alcohol, Intoxicants		
48900(f)	- Damage to School or Private Property	- 5
48900(g)	- Theft of school or Private Property	- 10
48900(h)	- Possession or Use of Tobacco Products	- 9
48900(i)	- Committed an Obscene Act or Profanity or Vulgarity	- 12
48900(j)	- Possession or Sale of Drug Paraphernalia	- 2
48900(k)	- Disruption of school activities or Willful Defiance	- 161, (5)
48900(m)	- Possession of an Imitation Firearm	- 1
48900(o)	- Intimidation of a Witness	- 10
48900(q)	- Hazing	- 8
48900(r)	- Bullying	- 6
48900.2	- Sexual Harassment	- 9
48900.3	- Committed an act of Hate Violence	- 0
48900.4	- Harassment, Threat or Intimidation	- 7
48900.7	- Terrorist Threat	- 1 (1)
48915(a)(2)	- Possession of a knife or other dangerous object	- 0
48915(a)(3)	- Possession of a controlled substance	- 3 (2)
48915(a)(5)	- Committed Assault or Battery on a School Employee	- 1
48915(c)(3)	- Sale of a Controlled Substance	- 1
48915(c)(4)	- Sexual Assault, as defined by Penal Code	- 1
sections 261, 266c, 286, 288, 288a, or 289		
48915(c)(4)	- Sexual Battery, as defined by Penal Code Section 243.4	- 1

Total - 297 Suspensions total 11 Expulsions total

## 2015-2016 School Discipline Data

48900(a)(1)	- Caused, Attempted, or Threatened Physical Injury	- 15
48900(a)(2)	- Use of Force or Violence	- 1
48900(b)	- Possession, Sale, Furnishing a Firearm or Knife	- 1
48900(c)	- Possession or Sale of Controlled Substances	- 10, (1)
48900(d)	- Offering, Arranging, or Negotiating Sale of	- 0
Controlled Substances, Alcohol, Intoxicants		
48900(f)	- Damage to School or Private Property	- 1
48900(g)	- Theft of school or Private Property	- 7
48900(h)	- Possession or Use of Tobacco Products	- 9
48900(i)	- Committed an Obscene Act or Profanity or Vulgarity	- 7
48900(j)	- Possession or Sale of Drug Paraphernalia	- 1
48900(k)	- Disruption of school activities or Willful Defiance	- 91
48900(m)	- Possession of an Imitation Firearm	- 0
48900(o)	- Intimidation of a Witness	- 1
48900(q)	- Hazing	- 0
48900(r)	- Bullying	- 3
48900.2	- Sexual Harassment	- 3
48900.4	- Harassment, Threat or Intimidation	- 5
48900.7	- Terrorist Threat	- 0
48915(a)(2)	- Possession of a knife or other dangerous object	- 1
48915(a)(3)	- Possession of a controlled substance	- 0
48915(a)(5)	- Committed Assault or Battery on a School Employee	- 0
48915(c)(3)	- Sale of a Controlled Substance	- 0
48915(c)(4)	- Sexual Assault, as defined by Penal Code	- 0
sections 261, 266c, 286, 288, 288a, or 289		
48915(c)(4)	- Sexual Battery, as defined by Penal Code Section 243.4	- 2

Total - 158 Suspensions, 2 Expulsions

## 2014-2015 School Discipline Data

48900(a)(1)	- Caused, Attempted, or Threatened Physical Injury	- 14, (1)
48900(a)(2)	- Use of Force or Violence	- 0
48900(b)	- Possession, Sale, Furnishing a Firearm or Knife	- 2, (1)
48900(c)	- Possession or Sale of Controlled Substances	- 19, (1)
48900(d)	- Offering, Arranging, or Negotiating Sale of	- 1
Controlled Substances, Alcohol, Intoxicants		
48900(f)	- Damage to School or Private Property	- 1
48900(g)	- Theft of school or Private Property	- 6
48900(h)	- Possession or Use of Tobacco Products	- 10
48900(i)	- Committed an Obscene Act or Profanity or Vulgarity	- 5
48900(j)	- Possession or Sale of Drug Paraphernalia	- 7
48900(k)	- Disruption of school activities or Willful Defiance	- 88
48900(m)	- Possession of an Imitation Firearm	- 0
48900(o)	- Intimidation of a Witness	- 0
48900(q)	- Hazing	- 0
48900(r)	- Bullying	- 16
48900.2	- Sexual Harassment	- 4
48900.4	- Harassment, Threat or Intimidation	- 1
48900.7	- Terrorist Threat	- 0
48915(a)(2)	- Possession of a knife or other dangerous object	- 2
48915(a)(3)	- Possession of a controlled substance	- 0
48915(a)(5)	- Committed Assault or Battery on a School Employee	- 0
48915(c)(3)	- Sale of a Controlled Substance	- 0
48915(c)(4)	- Sexual Assault, as defined by Penal Code	- 0

sections 261, 266c, 286, 288, 288a, or 289  
48915(c)(4) - Sexual Battery, as defined by Penal Code Section 243.4 - 0

Total - 176 Suspensions, 6 Expulsions

All Suspension and Expulsion Data from California Department of Education DataQuest

#### **Other Data:**

##### **CALIFORNIA HEALTHY KIDS SURVEY**

The California Healthy Kids Survey (CHKS) was administered to 5th, 7th, 9th & 11th-grade students in the Rocklin Unified School District. This survey provided the Rocklin Unified School District with developmentally appropriate data needed to help assess and monitor our youth's well-being and health-risk behaviors such as violence, the use of alcohol, tobacco, and other drugs. The California Healthy Kids Survey provides schools with critically important data for understanding underlying risk and resilience factors while meeting the requirements of the federal Safe And Drug-Free Schools and Communities Act (SDFSCA) and the state Tobacco Use Prevention Education (TUPE) program. The CHKS provides a critically important baseline data that helps identify the proportion of youth who are in the initial stages of unhealthy risk behavior, as well as the fostering of youth assets and resilience that protect against certain behaviors.

The California Healthy Kids Survey is age appropriate for students to ensure comprehension across varying levels of reading competencies. The CHKS is designed to send a positive message to students, schools, and communities about the importance of healthy behaviors and well-being. The CHKS incorporates nine federal Safe And Drug-Free Schools and Communities Act (SDFSCA) indicators that the California Department of Education has identified for schools to use in determining the prevalence of alcohol, tobacco, and other drug use and violence by youth in school. The indicators include:

- Attitudes toward tobacco and marijuana use;
- Lifetime use of alcohol, cigarettes, chewing tobacco, marijuana, and inhalants;
- Past 30-day use of alcohol and cigarettes;
- Other drug use on school property; and
- Physical confrontations with peers.

It also collected additional information, recommended by the CHKS Advisory Committee and consultants that is relevant to pre-adolescence and elementary schools, such as:

- Out-of-school safety;
- Adult supervision;
- Body image; and
- Television watching.

The California Healthy Kids Survey shows that the majority of students have developmental supports, opportunities, and experiences in the home, school, and community. The high expectations, external assets of caring relationships, and opportunities for participation support the "school as a safe place" belief of our students.

##### **California Healthy Kids Survey:**

- 88% of students believe that frequent cigarette or alcohol use is harmful.
- 94% of students felt they have a caring relationship with their teacher or other adult at school
- 97% of students felt the school has high academic expectations
- 93% of students indicated they felt connected to the school.

Rocklin High School 9th and 11th grade

In the Fall of 2015, elementary, middle and high school students enrolled in the Rocklin Unified School District participated in a locally administered survey sharing their experiences and thoughts about health and safety issues.

Rocklin Unified School District partnered with the Coalition for Placer Youth (CPY), a federally funded Drug-Free Communities grant program, to develop and administer the survey. District staff and teachers provided input to the survey design ensuring that questions were relevant to our communities and students.

A total of 2,998 students participated in the survey including 630 fifth graders, 740 seventh graders, 858 ninth graders, and 770 eleventh graders. Survey participants represented 88% of the approximately 3,400 students enrolled at these grade levels in the District.

The goal of this 2011 survey is to promote local awareness and understanding of the challenges facing our students that can and often do interfere with their school success. Survey questions focused on student experiences and thoughts related to safety, substance use (tobacco, alcohol, marijuana, prescription and other drug use) as well as resiliency factors.

The following is a summary of the survey results and includes a comparison with the California Healthy Kids statewide data.

We are grateful to the RUSD staff, teachers and students for their input, time and participation in the survey.

Please visit the following link or see that attached document for a comprehensive breakdown of the CHKS data:

[https://drive.google.com/file/d/1\\_dm2D1IFiW-905zDZvx-QMvJMR0Q5U2v/view?usp=sharing](https://drive.google.com/file/d/1_dm2D1IFiW-905zDZvx-QMvJMR0Q5U2v/view?usp=sharing)

### **Summary of Data**

Rocklin High School has developed a comprehensive plan that addresses a variety of crisis situations. The school fosters awareness, preparedness, and school safety through regularly scheduled safety drills, as well as training for students and staff. Our school site employs a part-time School Resource Officer (SRO) who works closely with the site and the district to ensure our campus remains a safe environment. The RHS Crisis Response team reviews safety related issues and reports, then plans prevention, intervention, and post-intervention activities with students, parents and teachers in a comprehensive school safety plan. The school safety plan is reviewed every spring and approved by our school site council and board.

All students at Rocklin High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. All students should be provided the opportunity to experience positive and worthwhile learning experiences on the school campus. The goal of the Rocklin High School discipline program is to help educate and support our students by providing clear boundaries and expectations for personal behavior in social, academic and professional settings. Students and parents are informed of the discipline policies via the school website, student planners, class meetings and discipline talks from administration at the beginning of each school year. In addition, daily announcements, the school website, computerized voice messages, e-mails and social media provide both students and parents with regular communication. RHS utilizes a progressive discipline process in order to produce a desired change in student behavior, attitude and/or performance. Consequences for violations of the disciplinary policy may include warnings, detention, class suspension, on-campus suspension, off-campus suspension, parent conference, Saturday School, behavior contract, transfer to an alternative program or expulsion. Our school attendance office calls parents daily to report student class absences and our parents receive mid-quarter, quarter and semester grade reports by mail. Parents can also access student grades online through our Schoology gradebook system.

The Suspensions and Expulsions table illustrates total cases for the last three years. Suspensions are shown in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. As often as possible, administration utilizes our On-Campus Suspension room in order to keep students at school and current with their studies. Expulsions occur only when required by law or when all other alternatives are exhausted.

## II. Component 1 Action Plan: People and Programs

### How will you create a caring and connected school climate?

The staff and students of Rocklin High School have put into place a program that involves upperclassmen introducing incoming freshmen to the high school experience. This program, known as Link, has been key in advancing our school climate to the next level of excellence. Incoming students are introduced to the social, academic and behavioral expectations of our campus prior to the beginning of the school year. They learn a lot about school climate and culture and ways they can get involved. All of this is delivered through the lens of students who have already had a similar experience. As we continue to track data on school discipline, this model has given us opportunities to be proactive and address concerns related to behavioral choices that create school safety concerns. We believe that the guidance of peers can and will be influential in our younger students, and that this climate of caring will enhance the leadership of our older students as well. This year a major focus continues to be on the emotional well-being of all of our students. The counseling department, administration and teacher leaders on campus are looking for ways to educate our parents, staff and students on effective methods to keep our students well-being at the forefront.

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### Goal Statement

Rocklin High School will create a caring and connected school by striving to continue to advance positive social development as well as academic success

### Objective #1

Link is a nationwide program that helps incoming freshmen adjust to the high school experience. Junior and Seniors are invited to apply to be Link Leaders and go through two days of training in the summer prior to our Freshmen Orientation Day. Leaders are taught activities that they will run independently with a group of 9th graders. All of the activities help students adapt to a new school as well as provide expectations. All is done in a positive way that engages students and gets them excited to begin high school. Many of the Link Leaders become peer mentors in the program described below. Our goal is to connect students to campus in some way in the hopes of them becoming more successful throughout their four years.

Rocklin High School continues to include a daily intervention time called PLUS (Practice, Learning, Understanding, Support). Our focus in developing this aspect of our school program and culture involves faculty and support staff in roles outside of their classroom or regular assignments. First and foremost, the PLUS period is a time of directive intervention for academic purposes. It also involves upperclassmen as they have opportunities to lead freshmen in mentorship and tutoring roles. Our extracurricular program is also enhanced through extended opportunities for clubs to meet during this time. This coordinated time of students and staff working together for academic success and school advancement will enhance our overall campus culture in a more systematic manner.

The academic intervention has proven to be effective. We continue to take the smaller steps to implement supplementary programs that provide opportunities for involvement and leadership for more students within the school day. Combating bullying and building positive school culture remains a high concern amongst the administrative, teaching and classified staff here at Rocklin High School. Bullying prevention has been part of our ongoing professional development and incidents of bullying are addressed quickly and with appropriate discipline. Fostering relationships between students, particularly through the peer mentoring and counseling programs, will continue to make our campus a safe and secure environment for all students to learn.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Link Program for all incoming new students	Students and Staff	Administration, Link Advisor	August	
Intervention Program- Peer Mentoring Program and Peer Counselors	Students, Teachers, Counselors, Administration	Administration, Counselors	Throughout school year	
Our counseling department is working with	Counseling	Counseling	Throughout	



Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
administration, the district office and outside agencies to educate our staff about promoting emotional well-being amongst our students and staff. Several of our counselors have visited other school districts in the area to learn more about their Wellness Centers. We have added two Site Based Therapists who meet with selected students for ten weeks and work on cognitive behavior therapy methods. This program has been highly successful. Our peer counselors receive ongoing training in this particular area as well and work with our counseling department on ways to educate the larger population. There are a number of clubs on campus as well that focus on mental health and emotional well-being. This is a critical area of need in our school and community and will continue to be an area of focus here at RHS.	Department, outside agencies, administration and other staff.	Department	school year.	
Teen Truth Assembly and Leadership Summit - On November 29, 2017 Rocklin High School hosted the Teen Truth Assembly and Leadership Summit which focused on building positive school culture from the inside out. The assembly portion was an hour-long session presented to the entire student body. This was followed up by a leadership summit which included 64 students from various clubs, organization, and athletic teams. During the leadership summit, students had time to bond and develop an action plan to help the RHS student body promote positive school culture.	Administration, Students, Outside agencies.	Administration	November and throughout the year.	

**Objective #2 (optional)**

N/A

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation

### III. Component 2 Action Plan: Place

#### How will you create a physical environment that communicates respect for learning and for individuals?

Rocklin High School continues to be an aesthetically pleasing environment. The overall look and condition of the campus buildings, fields, and facilities is good. There are no urgent issues for improvement.

The oldest parts of the physical plant at Rocklin High School are over twenty years old. We have faced many issues over the last few years associated with an aging campus. However, the proactive planning and regular maintenance provided by the RUSD facilities and maintenance departments, which includes our campus custodial crew, have kept our facilities in good condition. Ready attention is given to safety issues as they arise (e.g. raised sections of concrete, leaks, ADA regulation compliance), and regular maintenance on buildings, HVAC, and accessories is consistent. This fall Rocklin Fire Department conducted a thorough Fire Inspection and several areas were addressed. We have worked closely with RFD and the Placer County Health and Human Services Department to create a Hazardous Material Business Plan for our school site. We have updated our MSDS for all areas that deal with chemicals and ensured training of all employees who handle chemicals.

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#### Goal Statement

Rocklin High School will address staff and students with regard to possible enhancements to the campus in order to dress up areas that are in need of attention to promote a safe, secure environment. Staff and students will be made aware of the school wide safety plan in case of an emergency through staff meetings and regular practice.

#### Objective #1

Rocklin High School will create a physical environment that communicates respect for learning and safety. Incidents that arise regarding facilities will be handled swiftly by school administration, site custodial staff as well as the district's facilities and operations department. The school will also work to develop a means for students, staff and community members to voice ideas about possible enhancements to the campus that will help students feel safe and secure. Our site was also involved in the district's Safety Committee currently working with RPD and RFD to develop a more uniform plan and procedures across the board, as well as ensuring our facilities meet the standard for maintaining a safe, secure campus.

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation
Regular Safety Drills		Assistant Principal	Throughout year	
Distribution of Safety Packets to every teacher		Assistant Principal/Secretary	Beginning of school year	
Safety Plan Training		Assistant Principal/Staff	Staff Meeting	
Regular meetings with facility director and lead custodian		Administration/Custodial Staff	Weekly	
Fire Inspection and necessary repairs		Administration/Custodial Staff	As needed	Annually by Fire Marshall

#### Objective #2 (optional)

N/A

Related Activities	Resources	Person(s) Responsible	Timeline	Evaluation



#### **IV. Procedures for Complying With Existing School Safety Laws**

##### **Child Abuse Reporting**

Rocklin High School staff follows all education code and board policies for reporting child abuse.

*See also RUSD Board Policies in Appendix 1: BP/AR 5141.4, E 5141.4, BP 0410*

#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **Disaster Procedures**

See 2017-18 School Emergency Response Guide

*See also RUSD Board Policies Appendix 1: BP/AR 3516, AR 3516.1, AR 3516.2, AR 3516.3, BP/AR 3516.5, AR 3543*

#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **Suspension, Expulsion, or Mandatory Expulsion Procedures**

School policies follow district policies and state laws regarding suspension and expulsion. The suspension and expulsion policy is printed in the student handbook given to the student at the beginning of the year.

A pupil may not be suspended from school or recommended for expulsion unless the Superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions.

*See also RUSD Board Policies in Appendix 1: BP 5131.7, BP/AR 5144.1, BP/AR 5144.2, E 5144.2*

#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **Procedures to Notify Teachers of Dangerous Students**

Upon the receipt of the records of a new student, the records are routed to the teacher, special education personnel, the nurse, the principal, and then back to the office clerk. The cumulative records usually include a copy of each suspension. Each person receiving the cumulative record is to review it.

To notify teachers of suspensions as they occur during the school year, the teacher is given a copy of the student suspension form the same day via an e-mail and the incident is discussed with the teacher.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about the student and the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the principal will notify the teacher.

*See also RUSD Board Policies in Appendix 1: BP/AR 4158, BP/AR 4258, BP/AR 4358*

#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **Sexual Harassment Policy**

The Board of Trustees is committed to maintaining a school environment that is free from harassment and or discrimination. The Board prohibits harassment and or discrimination of any student by another student, an employee or other person, at school or at a school-sponsored activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

Any student who engages in harassment and or discrimination 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.

Any student who feels that he/she is being harassed should immediately contact the principal or designee or another District administrator in order to obtain a district policy and uniform complaint procedures. Complaints of harassment and or discrimination can be filed in accordance with these procedures.

*See also RUSD Board Policies in Appendix 1: BP/AR 1312.3, BP/AR 4119.11, BP/AR 4219.11, BP/AR 4319.11, BP 5145.3, BP/AR 5145.7*



#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **Schoolwide Dress Code**

The following pages from the board policy and student handbook, outline the dress code at Rocklin High School

See RUSD board policy 5132 concerning dress code and uniforms

The school site dress code of Rocklin High School is as follows:

##### **DRESS CODE (BOARD POLICY 5132)**

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 education process. The major responsibility for dress and grooming is placed upon the student and the student's parents. The administration reserves the right to decide the appropriateness of the student's attire. Inappropriately dressed students will be expected to change clothing. The following guidelines are intended to define appropriate student attire and personal grooming and shall apply to all regular school activities:

1. All garments must fit and be worn in the manner in which they are designed. Pants must be worn at or above the hip point and be able to stay up without a belt. (sagging)
2. Footwear must be worn at all times.
3. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut, tank tops, spaghetti straps, torn off sleeves, bare midribs and shorts shorter than mid-thigh are prohibited.
4. Inappropriate lettering, printing, message patches or messages on clothing, hats, backpacks, binders or other personal items, are prohibited.
5. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane or sexually suggestive or which advocate racial, ethnic or religious prejudice or the use of drugs or alcohol. No accessories with spikes may be worn.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
7. Gym shorts may not be worn in classes other than physical education.
8. Any apparel, jewelry, accessory, school materials or manner of grooming which by virtue of its color, arrangement or any other attribute denoting membership in a gang is prohibited.
9. No hats are allowed to be worn (district-wide) with the exception of classroom curriculum activities.

*See also RUSD Board Policies in Appendix 1: BP/AR 5132, E 5132*

#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **Procedures for Safe Ingress and Egress**

Students who are tardy are to check into the office before reporting to class. Students who leave early are checked out through the office and released to the parent or, with a note from the parent, released to the adult identified in the note. Identification is requested.

Adult crossing guards assist the students at the crosswalks nearest the school during arrival and dismissal times. There is additional supervision by discipline technicians and administration whenever available. Students are given specific directions to cross the street in front of the school at the crosswalks. The congestion at pick up times has necessitated specific procedures to be followed by adults when picking up their child.

*See also RUSD Board Policies in Appendix 1: BP/AR 5142*

#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **A Safe and Orderly Environment**

Student Involvement Programs- There are many programs at Rocklin High School that focus on student involvement and participation. We want our students to know they are valued and contribute to daily operation of the school as well as its success.

Freshman Mentors and MASH Tutors -Junior and Seniors meet once a week in assigned Language Arts, Geography and Math classes and help mentor Freshman students. Freshman that are struggling to acclimate to high school will be assigned a Mentor that will follow up with the student and help support them to adjust. MASH and FISH Tutors volunteer in our MASH and FISH intervention classes to help students struggling with academics.

Students are Respected and Their Opinion and Skill in Solving Problems is Valued.

We have a Peer Counseling Program, where students can feel safe talking to their own peers about situations they need help with. Not only do Peer Counselors work with students to work with their peers to resolve conflicts, but they also provide academic support and guidance.

The students will be able to approach all facets of their learning with confidence and the assurance that this school is their home.

##### **After School Services**

Intervention Programs: Tutoring is available in our College and Career Center on Tuesdays, Wednesdays, and Thursdays from 2:45 pm to 3:30 pm.

##### **Parent Participation**

The staff welcomes the direct involvement of the community. Rocklin High School has an active Parent Teacher Club and an active Site Council. Many of our teacher assistants on staff are parents of students at our school.

*See also RUSD Board Policies in Appendix 1: BP/AR 5137*

#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **School Discipline**

The school discipline policy is summarized in the student/parent handbook which goes home with every student at the beginning of the year. Parents and students sign a form stating they read and discussed the handbook. Responsibility and school procedures are covered as part of an assembly with the students during the first week of school. The following pages are from the student handbook.

##### **CODE OF CONDUCT**

At Rocklin High School, we believe it is the basic right of each student to receive a quality education. School and classroom rules, which students are expected to learn and obey, are designed to enhance quality education, prevent disruption, and protect students. Teachers will inform students of classroom rules and consequences. Students are responsible for their behavior and the consequences of good or poor judgment.

The proceeding rules and policies apply to students on the way to and from school and school events, on school premises, and at school sponsored functions.

##### **CONSEQUENCES OF VIOLATING CODE OF CONDUCT**

When a student is found to have violated a rule or broken a law, consequences will be determined by school officials and/or law enforcement officers. The particular consequences administered will be based on: a) the nature of the infraction, b) the policies of the school, c) the attitude of the student, d) the disciplinary history, and e) other relevant information.

##### **VIOLATIONS INCLUDE, BUT ARE NOT LIMITED TO:**

- Disrupting school activities or otherwise defying the valid authority of school personnel.
- Cheating, plagiarism or forgery in connection with academic endeavors or school processes or procedures.
- Leaving class, campus or assisting others to leave campus without permission during school or lunch times. RHS is a closed campus – see closed campus policy.
- Committing an obscene act or engaging in profanity/vulgarity.
- Passionate embracing or kissing, petting and other intimate gestures not considered appropriate.
- Inappropriate use of cell phone - See cell phone policy on Page 22.
- Gambling.
- Loitering in unauthorized areas: parking lot, halls, restrooms, off campus, field areas etc.
- Riding bicycles, skateboards or using roller blades anywhere on campus.
- Chewing gum, littering or creating a mess with food.
- Disobeying bus rules.
- Destroying or defacing school property or the property of others including inappropriate activity with school technology.
- False fire alarms/bomb threats or committing arson.
- Possession of a dangerous object/weapon (firearm, knife, explosive, lighters, matches, chains, etc.)
- Committing or attempting to commit robbery/extortion.
- Committing theft or possession of stolen property or contraband.
- Smoking, possession, or use of cigarettes or tobacco, including chewing tobacco or tobacco like substances.
- Use, possession or sale of drugs, drug paraphernalia, alcohol or any other controlled substance.
- Representing any substance as a drug with respect to possession, use or sale is a violation and equivalent to the possession, use or sale of any controlled substance.
- Fighting or provoking a fight.
- Threatening or assaulting another person.
- Harassing, teasing, hazing or verbally abusing another person or group of individuals.
- Causing or attempting to cause physical injury to another person.
- Sexual harassment – See Sexual Harassment Policy on Page 22.
- Committing a hate crime – an act or attempted act against the person or property of another individual or institution which in any way manifests evidence of hostility toward the victim because of his or her actual or perceived race, religion, disability, gender, nationality or sexual orientation. This includes, but is not limited to, threatening telephone calls, hate mail (including any sent by e-mail, Internet or other form of electronic communication), physical assault, vandalism, cross burning, destruction of religious symbols, or fire bombings.

One or more of the following consequences may be applied:

1. Student and/or parent conference
2. Student Study Team/counseling referral
3. Campus restrictions of student privileges

4. Confiscation of item(s). Item(s) will be returned only to parents.
5. After school detention and/or work detail
6. Suspension (either on- or off-campus) from class and/or school
7. Suspension from school activities
8. Revoke campus driving/parking privileges
9. Payment for damages, restitution and/or secret witness reward
10. Work permit revoked or denied
11. Involuntary transfer to another class
12. Academic Integrity Notification Letter
13. Mitigated behavior contract
14. Saturday School
15. Law enforcement notification
16. Loss of senior privileges and participation in graduation ceremony
17. Transfer to alternative education program
18. Expulsion

Severity Clause: Infractions deemed to be more serious than normal may result in administrative action beyond usual consequences. In certain circumstances, such as theft or vandalism, RHS offers a reward to "secret witness" students who give information which leads to the identity of the guilty student. The guilty individual is required to pay the amount of the reward as part of his/her restitution to the school.

#### DETENTION PROCEDURES

1. Detention is held from 2:45 p.m. to 3:45 p.m., Tuesday through Friday, Monday from 1:00 p.m. to 3:30 p.m. and on Thursday mornings from 6:45 a.m. to 7:45 a.m.
  2. Detention must be completed within three days of the time assigned.
  3. Students who make no effort to attend or to obtain permission to miss detention may receive: Saturday school or a one to five-day suspension/on-campus suspension and a loss of privileges until assigned detention is completed. This may include eligibility to participate in extracurricular activities.
  4. During detention, students are encouraged to use time for schoolwork and are required to be quiet, cooperative and awake. Failure to comply will result in no credit given and possible dismissal.
  5. The administration reserves the right to consider all circumstances in application of this policy.
  6. Students and their parents must make transportation arrangements.
  7. Saturday School is available to students outside of the regular detention hours to accommodate schedule conflicts in fulfilling detention hours.
- OCS hours are 7:45 A.M. – 2:40 P.M.

*See also RUSD Board Policies in Appendix 1: BP/AR 5144, BP 5145.9*

#### **IV. Procedures for Complying With Existing School Safety Laws (continued)**

##### **Hate Crimes**

Procedures are followed according to the Education Code and RUSD Board Policies.

*See also RUSD Board Policy 5245.9*

#### IV. Procedures for Complying With Existing School Safety Laws (continued)

##### Students with Special Needs

##### RUSD Site Emergency Procedures for Students with Special Needs

1. Procedures for students with special needs\* may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
  2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
    - a wheelchair on a daily basis
    - specialized equipment
    - physical assistance to evacuate in a timely manner
  3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
  4. The Site Safety Specialist is responsible for:
    - identifying all students who will require additional assistance
    - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student
- \* Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.
5. Use the format below to complete an Individual Emergency Procedures Plan for each student with special needs. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials (class roster, etc.)

Individual Student Emergency Procedures Plan		
<b>Student:</b>	<b>Room #:</b>	<b>Teacher:</b>
<b>Designated Specialized Assistants:</b> <i>(identify two staff in this area)</i>		
<b>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below) For example: Monitor blood sugar level and provide glucose sources as needed</b>		

\* This plan only for students needing extra assistance during an emergency/evacuation. Once form is completed, each form needs to be kept on file at school site (in classroom & office).

## V. Verification of Public Meeting

### Method for Communicating Plan and Notifying Public: Ed Code 32288

The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

- Local Mayor
- Representative of the local school employee organization
- A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs
- A representative of each teacher organization at the school site
- A representative of the student body government
- All persons who have indicated they want to be notified

The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

- A representative of the local churches
- Local civic leaders
- Local business organizations
- In order to ensure compliance with this article, each School District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Ed Code 32281

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**Date of Board Meeting/Public Hearing:** April 18, 2018

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### Site of Board Meeting/Public Hearing

RUSD Board Meeting

### Review of Progress for Last Year

Each School year the Safety Plan is reviewed by the School Safety Team and presented to its SSC to be approved annually. Community members are invite to the annual SSC meeting to review the Safety plan including the City, Police and Fire departments, representatives from parent and teacher groups, and RTPA and CSEA Presidents. The Safety Plan is also taken to the school board each year for approval and public review.

**Law Enforcement Review**                      **Date:** February 13, 2018

**Site Council Approval**                      **Date:** February 13, 2018



## **VI. Appendix 1:Board Policies and Administration Regulations**

## Board Policy and Administration Regulations:

### CHILD ABUSE REPORTING PROCEDURES

BP 5141.4

The Board of Trustees recognizes the district's responsibility to educate students about the danger of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

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

(cf. 6143 - Courses of Study)

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

(cf. 1020 - Youth Services)

#### Child Abuse Reporting

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

(cf. 0450 - Comprehensive Safety Plan)

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

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

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

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: January 19, 2005 Rocklin, California

### CHILD ABUSE REPORTING PROCEDURES

AR 5141.4

#### Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)  
(cf. 3515.3 - District Police/Security Department)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)

(cf. 5144 – Discipline)

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

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

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

#### Reportable Offenses

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

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

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

#### Responsibility for Reporting

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

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

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

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

#### Reporting Procedures

##### 1. Initial Telephone Report

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

Child Protective Service  
101 Cirby Hills Drive  
Roseville, CA 95678  
(916) 787-8860 (24 hours)

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

##### 2. Written Report

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

Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency.

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)

### 3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

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

The mandated reporter shall not be required to disclose his/her identity to the principal. (Penal Code 11166)

He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

#### Training

Training of mandated reporters shall include child abuse and neglect identification and mandated reporting. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5145.7 - Sexual Harassment)

#### Victim Interviews

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and

telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.  
(cf. 5145.11 - Questioning and Apprehension)

#### Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education under 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

#### Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, employees shall sign a statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee. (Penal Code 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code 11166)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

Approved: July 16, 2008 Rocklin, California

### **CHILD ABUSE REPORTING PROCEDURES**

**E 5141.4**

Exhibit

#### Child Abuse Reporting Requirement

Penal Code 11166.5 requires that the written statement include the following provisions:

Section 11166 of the Penal Code requires any child care custodian, medical practitioner, nonmedical practitioner, or employee of a child protective agency who has knowledge of, or observes, a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child care custodian" includes teachers, administrative officers, supervisors of child welfare and attendance, or certificated student personnel employees of any public or private school; administrators of a public or private day camp; administrators or employees of community care facility licensed to care for children; headstart teachers; licensing workers or licensing evaluators; public assistance

workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; and social workers or probation officers.

"Medical practitioner" includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, any other persons who are licensed under Division 2 (commencing with Section 500) of the Business and Professional Code, or psychological assistants registered pursuant to Section 92913 of the Business and Professions Code.

"Nonmedical practitioner" includes state or county public health employees who treat minors for venereal disease or any other condition; coroners; practitioners who diagnose, examine or treat children.

I have been informed of the above law and will comply with its provisions.

Employee's Signature

Date

## **NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

**BP 0410**

The Board of Trustees is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation, or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

(cf. 4030 - Nondiscrimination in Employment)  
(cf. 4032 - Reasonable Accommodation)  
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 5146 - Married/Pregnant/Parenting Students)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6164.4 - Identification of Individuals for Special Education)  
(cf. 6164.6 - Identification and Education under Section 504)  
(cf. 6178 - Vocational Education)  
(cf. 6200 - Adult Education)

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans Disability Act.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services where necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 5124 - Communication with Parents/Guardians)

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

(cf. 9320 - Meetings and Notices)  
(cf. 9322 - Agenda/Meeting Materials)

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 4031 - Complaints Concerning Discrimination in Employment)

In compliance with law, the district's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

(cf. 5145.6 - Parental Notifications)

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN**

**BP 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 Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3516.3 - Earthquake Emergency Procedure System)

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

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

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

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

(cf. 1330 - Use of School Facilities)

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

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)  
(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

## **EMERGENCIES AND DISASTER PREPAREDNESS PLAN**

**AR 3516**

### **Components of the Plan**

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

1. Fire on or off school grounds which endangers students and staff  
(cf. 3516.1 - Fire Drills and Fires)
2. Earthquake or other natural disasters  
(cf. 3516.3 - Earthquake Emergency Procedure System)
3. Environmental hazards  
(cf. 3514 - Environmental Safety)  
(cf. 3514.2 - Integrated Pest Management)
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group  
(cf. 3515 - Campus Security)  
(cf. 3515.2 - Disruptions)  
(cf. 5131.4 - Student Disturbances)
5. Bomb threat or actual detonation  
(cf. 3516.2 - Bomb Threats)
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak  
(cf. 5141.22 - Infectious Diseases)

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

1. Regular inspection of school facilities and equipment and identification of risks  
(cf. 3530 - Risk Management/Insurance)

2. Instruction and practice for students and employees regarding emergency plans, including:
  - a. Training of staff in first aid and cardiopulmonary resuscitation
  - b. Regular practice of emergency procedures by students and staff  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
  - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
  - b. Individuals responsible for specific duties
  - c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
  - d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
  - e. Assignment of responsibility for identification of injured persons and administration of first aid



4. Personal safety and security, including:
  - a. Identification of areas of responsibility for supervision of students
  - b. Procedures for evacuation of students and staff, including posting of evacuation routes
  - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible  
(cf. 5141 - Health Care and Emergencies)  
(cf. 5142 - Safety)
  - 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  
(cf. 3543 - Transportation Safety and Emergencies)
  - e. Provision of a first aid kit to each classroom
  - f. Arrangements for students and staff with special needs  
(cf. 4032 - Reasonable Accommodation)  
(cf. 6159 - Individualized Education Program)
  - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease  
(cf. 4161.1/4361.1 - Personal Illness/ Injury Leave)  
(cf. 4261.1 - Personal Illness/Injury Leave)  
(cf. 5113 - Absences and Excuses)  
(cf. 6183 - Home and Hospital Instruction)
5. Closure of schools, including an analysis of:
  - a. The impact on student learning and methods to ensure continuity of instruction
  - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians  
(cf. 3516.5 - Emergency Schedules)
6. Communications among staff, parents/guardians, the Board of Trustees , other governmental agencies, and the media during an emergency, including:
  - a. Identification of spokesperson(s)  
(cf. 1112 - Media Relations)
  - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites  
(cf. 1113 - District and School Web Sites)
  - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
  - d. Distribution of information about 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 to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease  
(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
8. Steps to be taken after the disaster or emergency, including:
  - a. Inspection of school facilities
  - b. Provision of mental health services for students and staff, as needed  
(cf. 6164.2 - Guidance/Counseling Staff)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: May 16, 2007 Rocklin, California

## **FIRE DRILLS AND FIRES**

## **AR 3516.1**

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 at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The 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.  
(cf. 0450 - School Safety Plan)  
(cf. 3516 - Emergency and Disaster Preparedness Plan)

## BOMB THREATS

### AR 3516.2

### Receiving Threats

This regulation has been prepared to assist school administrators and staff in their initial response to incidents involving explosives, explosive devices, or explosion/bombing incidents. Under no circumstances should these guidelines be interpreted as compromising the safety of students, staff, administrators, or the public. When confronted with an incident involving explosives, safety shall always be the primary consideration.

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery, or other voices. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

### Procedures

1. Any employee who receives a bomb threat shall immediately notify the principal or their administrative lead designee. In turn, the principal or designee will call 911 by a landline phone or (916) 632-4093 by a cell phone to report the threat to law enforcement.
2. Any student or employee seeing a suspicious package shall promptly notify the principal or designee and follow the Procedures for Handling Potentially Explosive Devices as outlined in the Incident Response Manual.
3. Through review of bomb threat information, the principal or designee shall determine credibility of threat and determine the need to evacuate the school using fire drill signals and institute standard evacuation procedures as specified in the emergency plan. Upon determination of the need to evacuate, the evacuation site should first be observed for suspicious packages or devices by the principal or designee. Upon evacuating, all staff and students should take personal belongings in their immediate vicinity.  
(cf. 3516 - Emergency and Disaster Preparedness Plan)  
(cf. 3516.1 - Fire Drills and Fires)
4. The principal or designee shall instruct all staff, students, and visitors to not transmit on any equipment that produces radio frequency energy, including cell phones, within 300 feet of suspected device locations.  
Law enforcement, including Student Resource Officers (SROs) shall conduct the bomb search. The school site administrative team, as instructed by law enforcement, shall assist in the bomb search. No school staff shall handle any explosive or incendiary device.  
Except for school police officers and school site administration designated by law enforcement to assist in the search, no staff or students shall reenter the threatened building(s) until the law enforcement advises the principal or designee that reentry is safe.  
Any student who makes a bomb threat shall be subject to disciplinary procedures up to and including suspension, expulsion, and criminal charges.

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

### Legal Reference:

#### EDUCATION CODE

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

#### PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

594 Vandalism; penalty

## **EARTHQUAKE EMERGENCY PROCEDURE SYSTEM**

## **AR 3516.3**

### **Earthquake Preparedness**

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

(cf. 0450 – Comprehensive Safety Plan)

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

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

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

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows  
Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

The Superintendent or designee may work with the California 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.

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 outside areas and alternative areas, which may include areas off campus if necessary, in which students 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 shall designate evacuation routes and alternative 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 potential earthquake hazards in classrooms and other district facilities. Potential hazards may include, but are 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, such 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 and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas 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 have the students 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. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the driver shall contact the Superintendent or designee for instructions before proceeding on the route.

(cf. 3543 - Transportation Safety and Emergencies)

## Subsequent Emergency Procedures

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

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall not light any stoves or burners 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. The Principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities.
5. The principal or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings 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. If the Principal or designee believes the school is damaged sufficiently to be a hazard, he/she shall notify the Superintendent or designee and ask that the county or city building inspector check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.

## **EMERGENCY SCHEDULES      BP 3516.5**

The Board of Trustees places a high priority on safety and the prevention of injury. The Board realizes that fog and weather conditions are sometimes so severe that it is dangerous for students and employees to come to school, whether they arrive by vehicle or on foot.

The Superintendent or designee may close school or change the regular schoolday schedule when dangerous conditions occur. When the schoolday schedule is changed, the schools shall remain open during regular school hours for students who arrive on foot or whose parents/guardians bring them in private vehicles.

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating and when the schoolday schedule is changed or school closed because of adverse weather conditions.

If necessary, the Superintendent or designee may provide a means to compensate for lost instruction time later during the year. Students and parents/guardians shall receive timely advance notice of any resulting changes in the school calendar or schoolday schedule.

(cf. 3542 - School Bus Drivers)

(cf. 3543 - Transportation Safety and Emergencies)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5142 - Safety)

(cf. 6112 - School Day)

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: November 1, 2000 Rocklin, California

## **EMERGENCY SCHEDULES**

## **AR 3516.5**

During the course of the school year, occasions may arise when a decision must be made regarding the emergency closing of the school plant. Various causes would include snow storms, floods, lack of essential services such as electrical power, heating facilities, failing water supply, etc.

Procedure to follow:

1. The principal should contact the Superintendent or designee as soon as he/she is aware and has made a complete assessment of the problem.
2. If another source is aware of the problem prior to the Principal's being aware, such as the Director of Maintenance, Operations, and Grounds, a utility company, etc., that source should contact the Superintendent or designee.
3. The Superintendent or designee will immediately contact the Principal (in the case of #2.) and alert him/her to the problem. The Superintendent or designee will contact the Director of Maintenance, Operations, and Grounds or the Director of Transportation (in the case of #1.) according to the problem that has been reported. After receiving recommendations from the Principal and/or the appropriate supervisors, a decision will be made by the Superintendent or designee and relayed to the appropriate personnel who, in turn, will alert other affected members of the staff.
4. The Superintendent or designee will contact all of the available news media and provide them with the necessary information. The local radio station will be asked to broadcast the news to the general public on a regular basis (preferably every 15 minutes).
5. Throughout this process, external agencies that might be involved, such as utility companies, highway patrol, etc., will be asked to provide whatever services are necessary to alleviate the situation as soon as possible. The Superintendent or designee will maintain this type of communication throughout the emergency period.
6. If the students are already at school when the emergency occurs (other than civil defense concerns), the Principal shall immediately contact the Superintendent or designee, and he/she will set in motion the necessary machinery that will return the students to their homes as soon as possible. If that is impossible, arrangements will be made that will be complementary to the civil defense procedures related to housing, supervision, etc.
7. Every effort should be made to keep school in session at least for the minimum day if at all possible, allowing for health and safety factors.

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: November 1, 2000 Rocklin, California

## **TRANSPORTATION SAFETY AND EMERGENCIES**

## **AR 3543**

### **Safety Equipment**

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. (Education Code 39838; 13 CCR 1242)

The Superintendent or designee shall ensure that any school bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus designed for carrying more than 16 passengers and the driver and is manufactured on or after July 1, 2005
2. Is a Type 2 school bus or student activity bus designed for carrying 16 or fewer passengers and the driver, or designed for carrying 20 or fewer passengers and the driver and having a manufacturer's vehicle weight rating of 10,000 pounds or less, and is manufactured on or after July 1, 2004

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be informed of procedures to be followed to reasonably enforce proper use of the passenger restraint system.

### **Safe Bus Operations**

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be moved immediately to ensure their safety.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

(cf. 3516.5 - Emergency Schedules)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)  
(cf. 3542 - School Bus Drivers)

A person shall not drive a motor vehicle while using a wireless telephone, except under the following conditions: (Vehicle Code 23123, 23125)

1. When he/she uses a wireless telephone that is specifically designed and configured to allow hands-free listening and talking, provided it is used in that manner while driving
2. For emergency purposes, including, but not limited to, an emergency call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity
3. In the case of a school bus driver, for work-related purposes

(cf. 3513.1 - Cellular Phone Reimbursement)  
(cf. 4040 - Employee Use of Technology)

A person shall not drive a motor vehicle while using an electronic wireless communications device to write, send, or read a text-based communication, including, but not limited to, text messages, instant messages, and email. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call. (Vehicle Code 23123.5)

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

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 – Disruptions)

#### Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall include all of the following: (Education Code 39831.3)

1. Procedures for determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. Procedures for boarding and exiting a school bus at a school or other trip destination

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol. (Education Code 39831.3)

#### Notifications

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions for safety while walking to and from school bus stops

(cf. 5145.6 - Parental Notifications)

#### Student Instruction

All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 39831.5)

The Superintendent or designee shall ensure that instruction is provided to students as follows:

1. The Superintendent or designee shall annually provide appropriate instruction in safe riding practices and emergency evacuation drills to each student who receives home-to-school transportation in a school bus. (5 CCR 14102)
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to: (Education Code 39831.5)
  - a. Proper loading and unloading procedures, including escorting by the driver
  - b. How to safely cross the street, highway, or private road
  - c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint

systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use

- d. Proper passenger conduct  
(cf. 5131.1 - Bus Conduct)
- e. Bus evacuation procedures
- f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)

Each time the above instruction is given, the following information shall be documented: (Education Code 39831.5)

- a. District name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the California Highway Patrol. (Education Code 39831.5)

- 3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to: (Education Code 39831.5)
  - a. Location of emergency exits
  - b. Location and use of emergency equipment

This instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: June 18, 2008 Rocklin, California

## **INDIVIDUALIZED EDUCATION PROGRAM**

## **BP 6159**

The Board of Trustees desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free, appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3541.2 - Transportation for Students with Disabilities)
- (cf. 4112.23 - Special Education Staff)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
- (cf. 6164.4 - Identification of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP and the development, review, and revision of the IEP.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: October 4, 2006 Rocklin, California

## **WEAPONS AND DANGEROUS INSTRUMENTS**

## **BP 5131.7**

The Board of Trustees desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)



#### Possession of Weapons

The Board prohibits 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, at school-related or school-sponsored activities away from school, or while going to or coming from school.

(cf. 3515.3 – District Police/Security Department)

Unless he/she has obtained prior written permission as specified below, any student who is determined to have brought a firearm to school or possessed a firearm at school, as verified by a school employee, shall be expelled for not less than one year, except that the Board may set an earlier date for readmission on a case-by-case basis, in accordance with Board policy and administrative regulation. (Education Code 48915; 20 USC 7151)

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

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

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

Under the power granted to the Board to maintain order and discipline in the schools and to protect the safety of students, staff, and the public, any school employee is authorized to confiscate a weapon, dangerous instrument, or imitation firearm from any person on school grounds.

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

The principal or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (20 USC 7151; Education Code 48902; Penal Code 245, 626.9, 626.10)

#### Advance Permission for Possession of a Firearm for Educational Use

A student who desires to possess or transport a firearm or imitation firearm on school grounds for an educational purpose shall request prior permission from the principal at least five school days in advance of the planned possession. The student's parent/guardian shall provide written permission explaining the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

On a case-by-case basis, the principal shall determine whether to grant permission for such possession when necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well-being of students or staff. If the principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

The principal and/or a staff member with knowledge of firearm safety shall inspect the weapon to ensure that necessary safety precautions have been taken, including inspection to ensure that no live ammunition is present. The firearm shall be stored in a locked vehicle or in an appropriate, locked container before and after the educational activity.

A student granted permission to possess a firearm may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

#### Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

#### Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

(cf. 5125 – Student Records)

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also provide a method of informing staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

(cf. 5138 – Conflict Resolution/Peer Mediation)

#### Policy ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: May 21, 2008 Rocklin, California

## **SUSPENSION AND EXPULSION/DUE PROCESS**

### **BP 5144.1**

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

(cf. 5144 - Discipline)

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

(cf. 6145 - Extracurricular and Cocurricular Activities)

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

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

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

#### **Zero Tolerance**

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

#### **Student Due Process**

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

(cf. 5119 - Students Expelled from Other Districts)

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

#### **Supervised Suspension Classroom**

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

The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated.

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

#### **Decision Not to Enforce Expulsion Order**

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

## **SUSPENSION AND EXPULSION/DUE PROCESS**

### **AR 5144.1**

#### **Definitions**

Suspension from school 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. Removal from a particular class shall not occur more than once every five school days.

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

Day means a calendar day unless otherwise specifically provided. (Education Code 48925)

School day means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925)

Student includes a student's parent/guardian or legal counsel. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal, in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the principal's office. (Education Code 48911)

School property, for the purposes described in Education Code 48900, includes, but is not limited to, electronic files and databases. (Education Code 48900(s))

#### 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, suspension and expulsion. (Education Code 48900.1, 48980)

(cf. 5144 - Discipline)

(cf. 5145.6 - Parental Notifications)

#### Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))  
A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(s))
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))  
(cf. 5131 - Conduct)  
(cf. 5131.7 - Weapons and Dangerous Instruments)
3. Unlawfully possessed, used, sold, or 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))  
(cf. 5131.6 - Alcohol and Other Drugs)
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 controlled substance, alcohol 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 any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))
11. Disrupted school activities or otherwise willfully defied 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))
12. Knowingly received stolen school property or private property. (Education Code 48900(l))
13. Possessed an imitation firearm. (Education Code 48900(m))  
Imitation firearm means 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. (Education Code 48900(m))
14. 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))

15. 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))
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 48900(q). (Education Code 48900(q))  
Hazing means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)  
A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)  
A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:
19. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)  
Sexual harassment means that conduct, 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)  
(cf. 5145.7 - Sexual Harassment)
20. 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 another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (Education Code 233)  
(cf. 5145.9 - Hate Motivated Behavior)
21. 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)  
(cf. 5145.3 - Nondiscrimination/Harassment)
22. Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act, directed toward a student or school personnel. (Education Code 48900(r))  
Bullying means one or more acts by a student or group of students that constitutes sexual harassment pursuant to Education Code 48900.2, as defined in item #19 above; hate violence pursuant to Education Code 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to Education Code 48900.4, as defined in item #21 above. (Education Code 32261)  
Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (Education Code 32261)  
A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)
  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  
(cf. 5112.5 – Open/Closed Campus)
  4. During, going to, or coming from a school-sponsored activity  
The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))  
Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.  
(cf. 5113 - Absences and Excuses)  
(cf. 5113.1 - Truancy)

#### Removal From Class By A Teacher/Parental Attendance

A teacher may suspend any student from his/her class for the remainder of the day and the following day for any act listed in "Grounds for Suspension and Expulsion" above. (Education Code 48910)

A teacher also may refer a student to the principal or designee for consideration of suspension from school. (Education Code 48910)

When removing a student from his/her 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. The student shall be appropriately supervised during the class periods from which he/she has been removed. (Education Code 48910)

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the removal. 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 removed from class shall not be returned to class during the period of removal without the approval of the teacher of the class and the principal. (Education Code 48910)

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

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

Pursuant to Board policy, a teacher may provide that the parent/guardian of a student whom the teacher has removed attend a portion of a school day in his/her child's classroom. When a teacher makes this request, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is requested pursuant to law. (Education Code 48900.1)

This notice shall also:

1. Inform the parent/guardian when his/her presence is expected and by what means he/she may arrange an alternate date
2. State that if the parent/guardian does not have a means of transportation to school, he/she may ride the school bus with the student
3. Ask the parent/guardian to meet with the principal after the visit and before leaving school, as required by Education Code 48900.1

#### Suspension by Superintendent, Principal or Principal's Designee

The Superintendent, principal or principal's designee may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion. (Education Code 48911)

The Superintendent or designee shall immediately suspend any student found at school or at a school activity to be: (Education Code 48915)

1. Possessing, as verified by a district employee, or selling, or otherwise furnishing a firearm, 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. Brandishing a knife, as defined in Education Code 48915(g), at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possession of an explosive as defined in 18 USC 921

Explosive means a destructive device and includes, but is not limited to, any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or similar device. A destructive device includes any other type of weapon (except a shotgun or shotgun shell recognized by the United States Secretary of Army as suitable for sporting purposes) which might be converted to project an explosive. (18 USC 921)

Suspension also may be imposed upon a first offense if the Superintendent, principal or designee determines the student violated items #1-5 listed in "Grounds for Suspension and Expulsion" above or if the student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5)

A student may be suspended from school for not more than 20 school days in any school year, unless for purposes of adjustment the student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. However, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. (Education Code 48903, 48911, 48912)

The Superintendent or designee 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)

Suspensions shall be initiated according to the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent 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 and the evidence against him/her; the student 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 principal, designee, or the Superintendent determines that an emergency situation exists. An emergency situation involves 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 a conference. 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 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 of the school in which the student is enrolled at the time of the misbehavior. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.
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 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. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

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

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, 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 readmission solely because the parent/guardian failed to attend. (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. (Education Code 48911(g))

Any extension of the original period of suspension shall be 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. Extension of the suspension may be made only if 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)

#### Suspension by the Board

The Board may suspend a student for any of the acts listed in "Grounds for Suspension and Expulsion" above and within the limits specified in "Suspension by Superintendent, Principal or Principal's 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 if any of the acts listed in "Grounds for Suspension and Expulsion" occurred. 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 closed sessions if a public hearing would lead to disclosure of information violating a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by certified mail. 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)

#### Supervised Suspension Classroom

Students for whom an expulsion action has not been initiated and who pose no imminent danger or threat to the school may be assigned to a separate, supervised suspension classroom for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The supervised suspension classroom shall be staffed in accordance with law.
2. The student shall have access to appropriate counseling services.
3. The supervised suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.
4. Each 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 a supervised 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 shall be made in writing.

(Education Code 48911.1)



#### Authority to Expel

A student may be expelled only by the Board. The Board shall expel, as required by law, any student found to have committed any offense listed below under "Mandatory Recommendation and Mandatory Expulsion."

The Board may also order a student expelled for any of the acts listed above under "Grounds for Suspension and Expulsion" upon recommendation by the principal, Superintendent, hearing officer or administrative panel, based on either or both of the following finding(s): (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

#### Mandatory Recommendation for Expulsion

Unless the principal, Superintendent or designee finds that expulsion is inappropriate due to particular circumstances, the principal or the Superintendent or designee shall recommend a student's expulsion for any of the following acts: (Education Code 48915(a))

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife as defined in Education Code 48915(g), explosive, 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 the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

#### Mandatory Recommendation and Mandatory Expulsion

The principal, Superintendent or designee shall recommend that the Board expel any student found at school or at a school activity to be: (Education Code 48915(c))

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, 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. Brandishing a knife as defined in Education Code 48915(g) at another person
3. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above
5. Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the Board shall expel the student. (Education Code 48915)

#### Student's Right to Expulsion Hearing

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within 30 school days after the principal or Superintendent or designee determines that one of the acts listed under "Grounds for Suspension and Expulsion" has occurred. (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 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))

#### 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 in 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).  
(cf. 5119 - Students Expelled from Other Districts)
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 advisor.  
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 advisor 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.

#### Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding the provisions of Government Code 54953 and 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 request is made, the meeting shall be public unless another student's privacy rights would be violated. (Education Code 48918(c))

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 shall also 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 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 the 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" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. While 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 hearings involve 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 according to 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 Within 10 School Days: The Board's decision on whether to expel a student shall be made within 10 school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
7. Decision Within 40 School Days: If the Board does not meet on a weekly basis, its decision on 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. Alternatively, the Board may 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(d))

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing." (Education Code 48918(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 student shall be immediately reinstated. The Superintendent or designee shall place the student in a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs after consulting with district staff, including the student's teachers and with the student's parent/guardian. 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 for a period of one year. (Education Code 48917)

The Board shall make its decision about the student's expulsion within 40 school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

## Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel shall be taken by the Board at a public meeting. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

If the Board conducts the hearing and reaches a decision not to expel, this decision shall be final and the student shall be reinstated immediately.

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 an act listed under "Mandatory Recommendation and Mandatory Expulsion" above, 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 the 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 of the student at the time of review for readmission
2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service and 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 in Education Code 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915. (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 of Education. (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 Not to Enforce Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion, 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: (Education Code 48917)

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.
2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status.
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" above or violates any of the district's rules and regulations governing student conduct.
4. When the suspension of the enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
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.
6. 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 of Education.

7. 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 also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education. (Education Code 48918(j))

#### Right to Appeal

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

The student shall submit 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 of Education. The district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

#### Notifications 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 also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of 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 city or county 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)

#### Post-Expulsion Placements

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 such a site
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6185 - Community Day School)

When the placement described above is not available, and when the County Superintendent of Schools so certifies, students expelled for acts described in items #6-13 and #18-21 under "Grounds for Suspension and Expulsion" above may be instead 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 7-12. (Education Code 48916.1)

#### Readmission After Expulsion

Readmission procedures shall be as follows:

1. On the date set by the Board when it ordered the expulsion, the district shall consider readmission of the student. (Education Code 48916)
2. 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.
3. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session if information would be disclosed in violation of Education Code 49073-49079. If a written request for open session is received from the parent/guardian or adult student, it shall be honored.
4. 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.
5. 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)
6. 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. (Education Code 48916)
7. 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)

#### Maintenance of Records

The Board shall maintain a record of each expulsion, including the specific cause of the expulsion. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon receipt of a written request by the admitting school. (Education Code 48900.8, 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)

(cf. 5119 - Students Expelled from Other Districts)

#### Outcome Data

The Superintendent or designee shall maintain the following data: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

#### Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

approved: January 21, 2009 Rocklin, California

### **SUSPENSION AND EXPULSION DUE PROCESS (STUDENTS WITH DISABILITIES) AR 5144.2**

#### Suspension And Expulsion/Due Process (Students With Disabilities)

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.

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

#### Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the district's code of student conduct may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

The district shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian has expressed concern to district supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311.  
(cf. 6164.4 - Identification of Individuals for Special Education)
3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

The district would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, the district would be deemed to not have knowledge if the district conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When the district is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20 USC 1415(k)(5); 34 CFR 300.534)

#### Suspension

The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education programs (IEP) has been suspended during the school year.

(cf. 6159 - Individualized Education Program)

The district shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
  - a. The series of removals total more than 10 school days in a school year.
  - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
  - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.If the removal has been determined to be a change of placement as specified in items #1-2 above, the student's IEP team shall determine the appropriate educational services. (34 CFR 300.530)

#### Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)

If a student with disabilities is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in his/her IEP. (Education Code 48915.5)

(cf. 3541.2 - Transportation for Students with Disabilities)

#### Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard as to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

#### Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)  
(cf. 5145.6 - Parental Notifications)  
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies



If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student's disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)  
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

The student shall receive services to the extent necessary to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

(cf. 6158 - Independent Study)

(cf. 6185 - Community Day School)

#### Due Process Appeals

If the parent/guardian disagrees with any decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The district may request a hearing if the district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the district shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the district has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

#### Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

#### Suspension of Expulsion

The Board of Trustees's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

#### Notification to Law Enforcement Authorities

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

The principal or designee also shall notify appropriate city or county law enforcement authorities of acts by any student with a disability which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a suspension or expulsion of a student with disabilities, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any act by the student 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)

(cf. 5131.7 - Weapons and Dangerous Instruments)

#### Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: May 16, 2007 Rocklin, California

## **SUSPENSION AND EXPULSION DUE PROCESS (STUDENTS WITH DISABILITIES)**

**BP 5144.2**

The Board of Trustees believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

(cf. 6144 - Controversial Issues)

### **On-Campus Expression**

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges and other insignia; and the right of expression in official publications. (Education Code 48907)

Student expression on district or school Internet web sites and on-line media shall generally be afforded the same protections as print media.

(cf. 1113 - District and School Web Sites)

Students' freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community.

Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous or slanderous. Students also are prohibited from making any expressions that so incite students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. (Education Code 48907)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The use of "fighting words" or epithets is prohibited if the speech is abusive and insulting rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

School officials shall not engage in prior restraint of material prepared for official school publications except insofar as the content of the material violates the law. (Education Code 48907)

The Superintendent or designee shall not discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may impose discipline for harassment, threats or intimidation unless constitutionally protected. (Education Code 48950)

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

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

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

### **Off-Campus Expression**

Off-campus student expression, including but not limited to student expression on off-campus Internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a direct threat to the safety of students or school personnel.

Conduct by a student outside of class which for any reason materially disrupts classwork or involves substantial disorder or invasion of the rights of others is not protected by the constitutional guarantee of free speech.

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: March 6, 2002 Rocklin, California

## **SUSPENSION AND EXPULSION/DUE PROCESS (STUDENTS WITH DISABILITIES) E 5144.2**

### **Addendum To SELPA Notice Of IEP Meeting**

Individuals with Exceptional Needs/Expulsion Recommended:

You are hereby notified that your son/daughter,

- has been recommended for expulsion.
- has previously been identified as a student with exceptional needs.
- was suspended by the principal for
- days, until .

The reasons for the proposed expulsion are:

(Use attachments if needed.)

The principal considered other options as described below but has rejected those options. (Description of other options considered, if any, and reasons why they were rejected.)

The principal used the following evaluations, assessments, tests and/or records in reaching his/her decision to propose expulsion:

Other factors relevant to the principal's recommendation are:

Please be aware that:

1. A pre-expulsion assessment of will be conducted. should report to at (time) for this assessment. You are required by law to make available for this assessment. You may obtain an independent pre-expulsion assessment if you disagree with the district's pre-expulsion assessment.
2. An IEP meeting will be held on , at .  
If the time and place of the IEP meeting are not convenient, please advise immediately by calling the undersigned at (phone number) within 24 hours of receiving this letter.
3. You may request that the meeting be postponed for up to three additional school days. If you make such a request, your child's suspension will be continued during the three-day postponement.
4. You may ask a representative to appear at the hearing on your behalf.
5. If you do not request a continuance immediately or appear at the IEP meeting in person or through a representative, the meeting will be held without you.
6. You have the right to participate in the IEP team meeting concerning this proposal and to appeal any IEP team decisions or recommendations with which you disagree to the California Department of Education, which will schedule a due process hearing to resolve the issues.

Such an appeal must be made in writing addressed to:

Superintendent of Public Instruction  
California Department of Education  
721 Capitol Mall  
P.O. Box 944272

Sacramento, California 94244-2720

with a copy to the local school district Superintendent and the SELPA Director of County.

The written appeal must be delivered or postmarked no later than 15 days following the date of the iep meeting.

7. You also have the right to appeal any decision from the California Department of Education resulting from a fair hearing on the issues with which you disagree to state or federal court. If you are represented by counsel in these proceedings and prevail, you are entitled to be reimbursed for attorney's fees.

District Administrator in Charge of Special Education or Principal

## **EMPLOYEE SECURITY**

**BP 4158**

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5131.4 - Campus Disturbances)

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

When violence is directed against an employee by any individual 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 an attempt 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.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Board recognizes that access to two-way communications devices allows employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The district shall provide such communications devices in classrooms to the extent possible.

(cf. 5141 - Health Care and Emergencies)

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

#### Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

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  
(cf. 5131.7 - Weapons and Dangerous Instruments) (cf. 5144. - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: November 7, 2001 Rocklin, California

## EMPLOYEE SECURITY

## AR 4158

An employee may use reasonable force when necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49331)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

Employees shall promptly report to their principal or other immediate supervisor any attack, assault or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

(cf. 3515.2 - Disruptions)

Reports of attack, assault or threat also shall be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

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

#### Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4 or 48900.7. This information shall be based upon written district records maintained in the ordinary course of business or records received from a law enforcement agency.

(cf. 5125 - Student Records)

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

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

#### Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institutions Code 827)

The principal shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent or designee shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent or designee shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

#### Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the Superintendent or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

(cf. 5125 - Student Records)

(cf. 5145.1 - Privacy)

#### Use of Pepper Spray

Employees who possess pepper spray on school property shall be notified of the following conditions:

1. The pepper spray shall be used only in self-defense.
2. An employee who uses pepper spray other than in self-defense shall be subject to disciplinary action by the district and, in accordance with law, a fine and/or imprisonment.  
(cf. 4118 - Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
3. The employee shall ensure that the pepper spray is stored in a secure place and not accessible to students or other individuals. An employee who is negligent in the storage of pepper spray may be subject to disciplinary action. Employees wishing to carry pepper spray on school property or to a school-related activity shall submit to the Superintendent or designee a written request setting forth the need for the pepper spray. Should the Superintendent or designee determine that the employee may not carry pepper spray, the employee shall receive a written statement of the reason for this determination.

Regulation      ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: May 16, 2001      Rocklin, California

#### EMPLOYEE SECURITY

**BP 4258**

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(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5131.4 - Campus Disturbances)

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

When violence is directed against an employee by any individual 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 an attempt 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.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

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The Board recognizes that access to two-way communications devices allows employees to call for assistance from their supervisor or law enforcement in the event of a threat of violence or medical emergency. The district shall provide such communications devices in classrooms to the extent possible.

(cf. 5141 - Health Care and Emergencies)

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(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

#### Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

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  2. Immediately notify the principal, who shall take appropriate action
  3. Immediately notify the local law enforcement agency and the principal
- (cf. 5131.7 - Weapons and Dangerous Instruments)  
(cf. 5144 - Discipline)  
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Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: November 7, 2001 Rocklin, California

## EMPLOYEE SECURITY

AR 4258

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(cf. 3515.2 - Disruptions)

Reports of attack, assault or threat also shall be forwarded immediately to the Superintendent or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

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

#### Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under Education Code 48900, with the



exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4 or 48900.7. This information shall be based upon written district records maintained in the ordinary course of business or records received from a law enforcement agency.

(cf. 5125 - Student Records)

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(cf. 4118 - Suspension/Disciplinary Action)  
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Employees wishing to carry pepper spray on school property or to a school-related activity shall submit to the Superintendent or designee a written request setting forth the need for the pepper spray. Should the Superintendent or designee determine that the employee may not carry pepper spray, the employee shall receive a written statement of the reason for this determination.

#### Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

approved: May 16, 2001 Rocklin, California



## EMPLOYEE SECURITY

BP 4358

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Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: November 7, 2001 Rocklin, California

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## AR 4358

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(cf. 5125 - Student Records)  
(cf. 5145.1 - Privacy)

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(cf. 4118 - Suspension/Disciplinary Action)  
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Regulation ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: May 16, 2001 Rocklin, California

#### UNIFORM COMPLAINT PROCEDURES

#### BP 1312.3

The Board of Trustees recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR 4620)

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.2 - Complaints Concerning Instructional Materials)  
(cf. 3553 - Free and Reduced Price Meals)  
(cf. 4031 - Complaints Concerning Discrimination in Employment)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5148 - Child Care and Development)  
(cf. 6159 - Individualized Education Program)  
(cf. 6171 - Title I Programs)  
(cf. 6174 - Education for English Language Learners)  
(cf. 6175 - Migrant Education Program)  
(cf. 6178 - Vocational Education)  
(cf. 6200 - Adult Education)

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the district's Williams uniform complaint procedure (AR 1312.4).

(cf. 1312.4 - Williams Uniform Complaint Procedures)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

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

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

adopted: July 19, 2006 Rocklin, California

## **UNIFORM COMPLAINT PROCEDURES**

## **AR 1312.3**

### **Compliance Officers**

The Board of Trustees designates the following compliance officer to receive and investigate complaints and to ensure district compliance with law:

Deputy Superintendent/Instruction, or Director of Special Education and Special Programs  
2615 Sierra Meadows Drive  
Rocklin, CA 95677  
916/624-2428

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

(cf. 9124 - Attorney)

### **Notifications**

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The Superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge. (5 CCR 4622)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
  - a. The district is primarily responsible for compliance with state and federal laws and regulations
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline

- c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination
- d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 days of receiving the district's decision
- e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision

(cf. 5145.6 - Parental Notifications)

#### Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

#### Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the district. (5 CCR 4630)

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. (5 CCR 4630)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as disability or illiteracy, district staff shall assist him/her in filing the complaint. (5 CCR 4600)

#### Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

#### Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (5 CCR 4631)

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

#### Step 4: Response

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

#### Step 5: Final Written Decision

The district's decision shall be in writing and sent to the complainant.  
(5 CCR 4631)

The district's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

This decision shall include:

1. The findings of fact based on the evidence gathered (5 CCR 4631)
2. The conclusion(s) of law (5 CCR 4631)
3. Disposition of the complaint (5 CCR 4631)
4. Rationale for such disposition (5 CCR 4631)
5. Corrective actions, if any are warranted (5 CCR 4631)
6. Notice of the complainant's right to appeal the district's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal (5 CCR 4631)
7. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies (Education Code 262.3)

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

#### Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are correct and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

#### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: July 19, 2006 Rocklin, California



## **SEXUAL HARASSMENT**

## **BP 4119.11**

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

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

(cf. 4030 - Nondiscrimination in Employment)

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 staff  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s) which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

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

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
Adopted: September 7, 2005 Rocklin, California

## **SEXUAL HARASSMENT**

## **AR 4119.11**

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; 5 CCR 4916)

1. Submission to the conduct is made expressly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, 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 e-mails; 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

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

## Training

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 newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state statutory law on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

## 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 each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
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 either a copy of information sheets prepared by the California Department of

Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, 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  
(cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through the DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact the DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 7287.8 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, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

approved: August 6, 2008 Rocklin, California

## SEXUAL HARASSMENT

## BP 4219.11

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

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

(cf. 4030 - Nondiscrimination in Employment)

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 staff  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s) which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

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

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
Adopted: September 7, 2005 Rocklin, California

## **SEXUAL HARASSMENT**

## **AR 4219.11**

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; 5 CCR 4916)

1. Submission to the conduct is made expressly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, 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
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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

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

### **Training**

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 newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state statutory law on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

#### 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 each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
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 either a copy of information sheets prepared by the California Department of

Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on:  
(Government Code 12950)

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4. The district's complaint process available to the employee  
(cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through the DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact the DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 7287.8 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, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: August 6, 2008 Rocklin, California

## **SEXUAL HARASSMENT**

### **BP 4319.11**

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(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 4030 - Nondiscrimination in Employment)

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
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(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
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4. Taking timely and appropriate corrective/remedial action(s) which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

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

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

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

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

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Policy ROCKLIN UNIFIED SCHOOL DISTRICT

Adopted: September 7, 2005 Rocklin, California

## **SEXUAL HARASSMENT**

## **AR 4319.11**

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; 5 CCR 4916)

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Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

### **Training**

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 newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state statutory law on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

## 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 each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired  
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
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 either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, 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  
(cf. 4031 - Complaints Concerning Discrimination in Employment)
5. The legal remedies and complaint process available through the DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact the DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 7287.8 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, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: August 6, 2008 Rocklin, California

## **NONDISCRIMINATION/HARASSMENT/ANTI BULLYING**

**BP 5131.2/5145.3**

District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 5145.9 - Hate-Motivated Behavior)
- (cf. 5146 - Married/Pregnant/Parenting Students)
- (cf. 6164.6 - Identification and Education under Section 504)

The Board of Trustees 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. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)
- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.2 - Athletic Competition)
- (cf. 6164.2 - Guidance/Counseling Services)

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

- (cf. 5131.2 - Anti Bullying)
- (cf. 5145.2 - Freedom of Speech/Expression: Publications Code)
- (cf. 5145.7 - Sexual Harassment)

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.

- (cf. 4118 - Suspension/Disciplinary Action)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
- (cf. 5131 - Conduct)



(cf. 5131.2 - Anti Bullying)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Assistant Superintendent of Human Resources  
2615 Sierra Meadows Drive, Rocklin, CA 95677  
(916) 624-2428  
(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: June 16, 2004 Rocklin, California

#### **SEXUAL HARASSMENT BP 5145.7**

The Board of Trustees is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any persons who complain, testify, assist, or otherwise participate in district complaint processes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 1312.3 - Uniform Complaint Procedures)  
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

#### **Instruction/Information**

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

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

(cf. 5131.5 - Vandalism, Theft and Graffiti)  
(cf. 5137 - Positive School Climate)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

#### **Complaint Process**

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

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 5141.4 - Child Abuse Prevention and Reporting)

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

## Disciplinary Actions

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

(cf. 5131 - Conduct)

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

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

## Confidentiality and Record-Keeping

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

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

(cf. 5125 - Student Records)

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

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: May 6, 2009 Rocklin, California

## SEXUAL HARASSMENT

## AR 5145.7

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

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

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

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

## School-Level Complaint Process/Grievance Procedure

1. **Notice and Receipt of Complaint:** Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.  
In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.
2. **Initiation of Investigation:** The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes

he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

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

3. Initial Interview with Student: The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.
4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
6. Optional Mediation: In cases of student-to-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.
7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:
  - a. Statements made by the persons identified above
  - b. The details and consistency of each person's account
  - c. Evidence of how the complaining student reacted to the incident
  - d. Evidence of any past instances of harassment by the alleged harasser
  - e. Evidence of any past harassment complaints that were found to be untrueTo judge the severity of the harassment, the Coordinator/Principal may take into consideration:
  - a. How the misconduct affected one or more students' education
  - b. The type, frequency, and duration of the misconduct
  - c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
  - d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
  - e. The size of the school, location of the incidents, and context in which they occurred
  - f. Other incidents at the school involving different students
8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If sexual harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

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

## Enforcement of District Policy

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

1. Removing vulgar or offending graffiti  
(cf. 5131.5 - Vandalism, Theft, and Graffiti)
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community  
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)  
(cf. 5125 - Student Records)
5. Taking appropriate disciplinary action  
In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.  
(cf. 4118 - Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

## Notifications

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

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)  
(cf. 5145.6 - Parental Notifications)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be provided to employees and employee organizations

Regulation      ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: May 6, 2009      Rocklin, California

## **DRESS AND GROOMING/SCHOOL UNIFORMS      BP 5132**

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.

(cf. 4119.22 - Dress and Grooming)  
(cf. 5145.2 - Freedom of Speech/Expression: Publications Code)

Students and parents/guardians shall be informed about school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

## Uniforms

The Board recognizes that, in order to promote student safety, improve the learning environment, and discourage theft, peer rivalry and/or gang activity, the Superintendent/ Principal, staff and parents/guardians at a district school may wish to establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval.

The Superintendent or designee shall establish procedures whereby parents/ guardians may choose to have their children exempted from the adopted school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5136 - Gangs)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: November 1, 2000 Rocklin, California

## **DRESS AND GROOMING/SCHOOL UNIFORMS AR 5132**

In cooperation with teachers, students and parents or guardians, the Superintendent or designee shall annually review with site council, district regulations and may establish additional school rules governing dress and grooming which are in compliance with regulations and the following guidelines.

(cf. 0420 - School Plans/Site Councils)

The following guidelines shall apply to all regular school activities:

1. All garments must fit and be worn in the manner in which they are designed. Pants must be worn at or above the hip point and be able to stay up without a belt.
2. Footwear must be worn at all times. At all elementary schools, for safety reasons, thongs or backless shoes/sandals are prohibited; however, sandals may be worn if they have heel straps.
3. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, tank tops, torn-off sleeves, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
4. Inappropriate lettering, printing, message patches, or messages on clothing, hats, backpacks, binders or other personal items, are prohibited.
5. Clothing and jewelry shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate racial, ethnic, or religious prejudice or the use of drugs or alcohol.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.
7. Gym shorts may be not be worn in classes other than physical education.
8. Any apparel, jewelry, accessory, school materials, or manner of grooming which by virtue of its color, arrangement, or any other attribute denoting membership in a gang is prohibited.
9. No hats are allowed to be worn in the classroom (districtwide) with the exception of classroom curriculum activities. Students are allowed to wear hats and other sun-protective clothing outdoors. Each school site may adopt rules that specify the types of sun-protective clothing that students will be allowed to wear outdoors and specify the types of clothing and hats that may be "inappropriate."

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected due to the fact that the student does not wear standardized physical education apparel when failure to wear such apparel arises from circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The Superintendent, staff, students and parent/guardians at the school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

### **Uniforms - Legal Requirements**

In schools where a schoolwide uniform is required, the Superintendent, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn. (Education Code 35183)

The principal or designee shall give parents/guardians at least six months' notice before a school uniform policy is implemented. (Education Code 35183)

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from an adopted school uniform policy.

The Superintendent or designee shall ensure that resources are identified to assist disadvantaged students in obtaining uniforms.

### **Procedures for Voluntary Uniform Policy**

1. Step 1 - The principal shall meet with staff and representatives of the PTC, PTA, or other parent/guardian group to discuss the concept of uniforms.
2. Step 2 - A school's site council must have a two-thirds vote to initially commit the school site to a voluntary student uniform policy. Parents/guardians must be informed ahead of time, by a separate flyer sent home, that the issue will be discussed at such a school site council meeting and that they are invited to provide input. The meeting will be held in the evening to allow maximum participation. In grades 7-12 a student survey will be administered to provide feedback on the level of student support and concerns they may have.

3. Step 3 - The principal will hold a general information meeting to address the issues listed below:
  - a. Provide opportunities for questions, discussion, and input
  - b. Discuss the process and timelines for decision making
  - c. Review the district's voluntary uniform policy and regulations
  - d. Display samples of clothing that may comprise a school uniform. Provide estimated costs
4. Step 4 - Based on analysis of the outcome of the activities above (Steps 1-3), the site council determines whether or not to continue the process
5. Step 5 - If a decision is made to participate in a voluntary school uniform policy, the school must ensure that:
  - a. 100% of the school families are sent a survey (sixth, eighth, and twelfth grades may be excluded)
  - b. 55% of the total number of families in the school must respond favorably
6. Step 6 - A site planning committee will be responsible for determining the school implementation guidelines which shall include:
  - a. A minimum of \$1,500, prior to implementation, placed in an account to provide assistance to families with financial need and criteria identified to qualify for this support
  - b. Colors, styles, accessories, etc., of the school uniform
  - c. Process for ordering the school uniform apparel
  - d. Implementation date and procedures (e.g., wear every day, once a week, etc.)
  - e. Process of informing parents/guardians of new students about uniform procedures
  - f. A list of vendors who have uniform apparel available for purchase, along with costs
7. Step 7 - A program assessment will be conducted during the last 12 weeks of a school year. The results will be reviewed and summarized by the site council and submitted for review by the principal, staff, and appropriate district administration. Modifications should occur as deemed necessary by the school site in conjunction with appropriate district administration. This information shall be provided to the Board in an open meeting.
8. Step 8 - Beginning in the second year and every year thereafter the site council will conduct an annual review of the program.

#### Procedures for a Required Uniform Policy

1. Step 1 - In order for a school to implement a mandatory school uniform policy, they must have first implemented a voluntary program for a minimum of one school year under the guidelines established above.
2. Step 2 - The results of the program assessment will be made known to all parents
3. Step 3 - The site council must have a two-thirds vote to commit the school to a mandatory school uniform policy. Parents/guardians must be informed ahead of time that the issue will be discussed at such a school site meeting and be invited to provide input
4. Step 4 - The principal will hold a general information meeting to address the issues listed below:
  - a. Provide opportunities for questions, discussion and input
  - b. Discuss the process and timelines for decision making
  - c. Review the district's mandatory uniform policy and regulations
  - d. Display sample of uniform apparel and provide sample costs (if different from the volunteer uniform apparel)
5. Step 5 - If the decision is to move to a mandatory school uniform policy, the school must ensure that:
  - a. 100% of the school families are sent a survey (sixth, eighth, and twelfth grades may be excluded)
  - b. 65% of the total number of families in the school must respond favorably
6. Step 6 - If parents/guardians desire to exempt a child from the uniform policy, the following must be done:
  - a. Request by mail or in person an Application for Exemption from the School Uniform Policy
  - b. Complete the application in full and submit it to the designated administrator at the student's school
7. Step 7 - The site council shall conduct an annual review each year of the program

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: March 6, 2002 Rocklin, California

## **DRESS AND GROOMING/SCHOOL UNIFORMS**

**E 5132**

### Exhibit A

#### Voluntary School Uniforms

#### Checklist For Principals

1. Participate in informal discussion to ascertain interest.
2. Hold staff discussions to ascertain level of agreement.
3. Survey students in Grades 7-12.
4. Two-thirds vote of site council to pursue a voluntary School Uniform Policy.
5. Conduct information meetings at the school.
6. Notify 100% of the families.
7. Ensure that 55% of the total number of families in the school have responded favorably.
8. Establish a school uniform committee (administrators, faculty members, parents, staff, students, and PTC/advisory representatives).
9. Display uniform samples in a central location (e.g., media center, cafeteria, etc.)
10. Provide parents with information about obtaining school uniforms.
11. Develop procedures necessary for site implementation.
12. Forward to the Assistant Superintendent of Curriculum/Instruction the following documents:
  - a. "Request to Participate" form

- b. Copy of survey sent to parents and staff
- c. Announcements of open meetings
- d. Notes/minutes from open meetings (including concerns and how the school will address them)
- e. Procedure for providing uniforms to families in need
- f. Site procedures

Exhibit ROCKLIN UNIFIED SCHOOL DISTRICT  
version: November 1, 2000 Rocklin, California

Exhibit B  
Request To Participate In  
School Uniform Program

Objective

Open forums relative to the wearing of school uniforms have been completed. Uniforms have been determined to be important to our school for the following reasons:

The following school community group(s) participated in planning the uniform program.

Survey

Parents and staff were given the opportunity to participate in the survey. As a result, we are requesting that school uniforms be worn by students beginning .

( Voluntarily ( Mandatory

A copy of the survey is attached. A procedure for obtaining a uniform for those in need has been established. The procedure is attached:

Total enrollment ( includes ( does not include 6th, 8th, 12th grade  
Total number of families  
Number of respondents  
Percent (%) of total number of families in the school responding  
55% of total number of families voting YES  
Total staff members (certificated and classified)  
Number of staff members in support  
In grades 7-12 student survey results  
Principal's Signature/Date Planning Subcommittee Chair/Date  
School Site Council Chair/Date Asst. Superintendent, Curriculum/Date

Exhibit ROCKLIN UNIFIED SCHOOL DISTRICT  
version: November 1, 2000 Rocklin, California

Exhibit C  
Application For Exemption From The  
Student Uniform Requirement

Name of person submitting this application:

Name of Student:

Address: Telephone:

School: Grade: School Year:

I certify that I am the parent or legal guardian of the student named above. I choose not to have my child comply with the student uniform policy adopted at my child's school during the current school year. I hereby request an exemption from the student uniform requirement on behalf of the above-named student for the current school year at the above-reference school, pursuant to Board Policy 5132 and Education Code 35183(e). I understand that this exemption is for the current school year only.

The reason for my application for this exemption is as follows: (optional)

I understand that the exemption will be effective after I have submitted this signed form to the designated school site administrator as set forth in Board policy.

Exhibit ROCKLIN UNIFIED SCHOOL DISTRICT  
version: November 1, 2000 Rocklin, California

SAFETYBP 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.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3320 - Claims and Actions Against the District)  
(cf. 3514 - Environmental Safety)  
(cf. 3514.1 - Hazardous Substances)  
(cf. 3514.2 - Integrated Pest Management)  
(cf. 3516 - Emergencies and Disaster Preparedness Plan)  
(cf. 3530 - Risk Management/Insurance)  
(cf. 3542 - School Bus Drivers)  
(cf. 3543 - Transportation Safety and Emergencies)  
(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)  
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)  
(cf. 5131 - Conduct)  
(cf. 5131.1 - Bus Conduct)  
(cf. 5141 - Health Care and Emergencies)  
(cf. 5141.22 - Infectious Diseases)  
(cf. 5142.1 - Identification and Reporting of Missing Children)  
(cf. 5143 - Insurance)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 6145.2 - Athletic Competition)  
(cf. 6161.3 - Toxic Art Supplies)  
(cf. 6163.2 - Animals at School)  
(cf. 7111- Evaluating Existing Buildings)

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 ensure that students receive appropriate instruction on topics related to safety, as well as injury and disease prevention.

(cf. 5141.7 - Sun Safety)  
(cf. 6142.8 - Comprehensive Health Education)

#### Crossing Guards/Safety Patrol

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.

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: November 15, 2006 Rocklin, California

## SAFETY

## AR 5142

Each principal or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy, and administrative regulation. Copies of the rules shall be distributed to parents/guardians and be readily available at the school at all times.

(cf. 0450 - Comprehensive Safety Plan)  
(cf. 5131 - Conduct)  
(cf. 5144 - Discipline)

#### Release of Students

Students shall be released during the school day only to the custody of an adult only if:

1. The adult is the student's custodial parent/guardian.  
(cf. 5021 - Noncustodial Parents)
2. The adult has been authorized on the student's emergency card as someone to whom the student may be released when the parent/guardian cannot be reached, and the principal or designee verifies the adult's identity.  
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. The adult is an authorized law enforcement officer acting in accordance with law.  
(cf. 5141.4 - Child Abuse Prevention and Reporting)  
(cf. 5145.11 - Questioning and Apprehension)
4. The adult is taking the student to emergency medical care at the request of the principal or designee.  
(cf. 5141 - Health Care and Emergencies)

#### Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students not less than 30 minutes before the time when school starts. (5 CCR 5570)

Every teacher shall hold students accountable for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The principal or designee shall require all individuals supervising students to remain alert in spotting dangerous conditions, promptly report any such conditions to the principal or designee, and file a written report on such conditions as appropriate.  
(cf. 3530 - Risk Management/Insurance)

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

1. Where playground supervision is not otherwise provided, provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions (5 CCR 5552)
2. Clearly identify supervision zones on the playground and require all playground supervisors to remain outside at a location from which they can observe their entire zone of supervision
3. Consider the size of the playground area, the number of areas that are not immediately visible, and the age of the students to determine the ratio of playground supervisors to students

The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help them to forestall problems and resolve conflicts. Such training shall be documented and kept on file.

(cf. 1240 - Volunteer Assistance)  
(cf. 3515.2 – Disruptions)  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 5131.4 – Student Disturbances)  
(cf. 5138 - Conflict Resolution/Peer Mediation)

#### Buddy System

A "buddy system" will be in effect. K-3 students will have a companion when leaving the classroom. A 4th-6th grade "buddy system" is supportive and recommended but not mandatory unless upon parent's request.

#### Playground Safety

Any new playground or any replacement of equipment or modification of components inside an existing playground shall conform to standards set forth by the American Society for Testing and Materials and the guidelines set forth by the U.S. Consumer Product Safety Commission. (Health and Safety Code 115725)

Any playground installed between January 1, 1994, and December 31, 1999, shall conform to these standards not later than 15 years after the date of installation. (Health and Safety Code 115725)

#### Activities with Safety Risks

Because of concerns about the risk to student safety, the principal or designee shall not permit the following activities on campus or during school-sponsored events unless the activity is properly supervised, students wear protective gear as appropriate, and each participant has insurance coverage:

1. Trampolining
2. Scuba diving
3. Skateboarding or use of scooters
4. In-line or roller skating or use of skate shoes
5. Sailing, boating, or water skiing
6. Snow trips
7. Motorcycling
8. Target shooting
9. Horseback riding
10. Rodeo
11. Other activities determined by the school principal to have a high risk to student safety  
(cf. 6143 – Insurance)  
(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6153 - School-Sponsored Trips)

Students who operate or ride as a passenger on a bicycle, nonmotorized scooter, or skateboard upon a street, bikeway, or any other public bicycle path or trail shall wear a properly fitted and fastened bicycle helmet that meets the standards of law. Students also shall be required to wear such helmets while wearing in-line or roller skates. (Vehicle Code 21212)

#### Laboratory Safety

The principal of each school offering laboratory work shall develop procedures for laboratory safety and designate a trained certificated employee to implement and regularly review these procedures.

#### Hearing Protection

The Superintendent or designee shall monitor students' exposure to excessive noise in classrooms and provide protection as necessary. The Superintendent or designee also may provide hearing conservation education to teach students ways to protect their hearing.

#### Eye Safety Devices

The Superintendent or designee shall provide schools with eye safety devices for use whenever students, teachers, or visitors are engaged in or observing an activity or using hazardous substances likely to cause injury to the eyes. Eye safety devices may be sold to students for an amount not to exceed their actual cost to the district. (Education Code 32030, 32031, 32033)

(cf. 3260 - Fees and Charges)

#### Protection Against Insect Bites

To help protect students against insect bites or stings that may spread disease or cause allergic reactions, students shall be allowed to apply insect repellent provided by their parents/guardians, under the supervision of school personnel, and in accordance with the manufacturer's directions, when engaging in outdoor activities.

#### Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

Approved: May 21, 2008 Rocklin, California

### **POSITIVE SCHOOL CLIMATE**

### **BP 5137**

The Board of Trustees desires to enhance learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

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

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship.

Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 5131.9 - Academic Honesty)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6141.6 - Multicultural Education)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

- (cf. 1240 - Volunteer Assistance)
- (cf. 5126 - Awards for Achievement)
- (cf. 5131.5 - Vandalism, Theft and Graffiti)
- (cf. 5148.2 - Before/After School Programs)
- (cf. 6020 - Parent Involvement)
- (cf. 6145 - Extracurricular and Cocurricular Activities)
- (cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The school shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students may be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

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

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: May 21, 2008 Rocklin, California

## **DISCIPLINE**

## **BP 5144**

The Board of Trustees desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 5137 - Positive School Climate)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)
- (cf. 6020 - Parent Involvement)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

- (cf. 5131 - Conduct)
- (cf. 5131.1 - Bus Conduct)

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

- (cf. 0450 - Comprehensive Safety Plan)
- (cf. 3515 - Campus Security)
- (cf. 3515.3 - District Police Department)
- (cf. 3515.4 - Recovery for Property Loss or Damage)
- (cf. 4158/4258/4358 - Employee Security)
- (cf. 5136 - Gangs)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6159.4 - Behavioral Interventions for Special Education Students)
- (cf. 6164.5 - Student Study Teams)
- (cf. 6182 - Opportunity School/Class/Program)

(cf. 6184 - Continuation Education)  
(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.  
(cf. 0410 - Nondiscrimination in District Programs and Activities)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

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

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted November 1, 2000 Rocklin, California

## **DISCIPLINE**

**AR 5144**

### **Site-Level Rules**

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

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any  
(cf. 3515.3 - District Police/Security Department)
5. For junior high and high schools, students enrolled in the school

The final version of the rules shall be adopted by a panel comprised of the principal or designee and a representative selected by classroom teachers employed at the school. Each school shall file a copy of the rules with the Superintendent or designee. (Education Code 35291.5)

The rules shall be consistent with law, Board of Trustees policy and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)

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

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

Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:

1. Referral of the student for advice and counseling  
(cf. 6164.2 - Guidance/Counseling Services)
2. Discussion or conference with parents/guardians  
(cf. 5020 - Parent Rights and Responsibilities)  
(cf. 6020 - Parent Involvement)
3. Recess restriction
4. Detention during and after school hours
5. Community Service
6. Reassignment to an alternative educational environment  
(cf. 6158 - Independent Study)  
(cf. 6181 - Alternative Schools)  
(cf. 6182 - Opportunity School/Class/Program)  
(cf. 6184 - Continuation Education)  
(cf. 6185 - Community Day School)
7. Removal from the class in accordance with Board policy, administrative regulation and law
8. Suspension and expulsion  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

### **Corporal Punishment**

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

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (Education Code 49001)

(cf. 4158/4258/4358 - Employee Security)  
(cf. 5131.7 - Weapons and Dangerous Instruments)

#### Recess Restriction

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

#### Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

#### Community Service

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

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

#### Notice to Parents/Guardians and Students

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

(cf. 5145.6 - Parental Notifications)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT  
approved: February 5, 2003 Rocklin, California

### **HATE-MOTIVATED BEHAVIOR**

### **BP 5145.9**

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

(cf. 0410 - Nondiscrimination in District Programs and Activities)  
(cf. 0450 - Comprehensive Safety Plan)  
(cf. 3515.1 - Crime Data Reporting)  
(cf. 3515.4 - Recovery for Property Loss or Damage)  
(cf. 5131.5 - Vandalism, Theft and Graffiti)  
(cf. 5136 - Gangs)  
(cf. 5137 - Positive School Climate)  
(cf. 5145.3 - Nondiscrimination/Harassment)  
(cf. 5145.7 - Sexual Harassment)  
(cf. 6141.6 - Multicultural Education)

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

(cf. 1312.1 - Complaints Concerning District Employees)  
(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 3515.3 - District Police Department)  
(cf. 4158/4258/4358 - Employee Security)  
(cf. 5144 - Discipline)  
(cf. 5144.1 - Suspension and Expulsion/Due Process)  
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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

(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

Policy ROCKLIN UNIFIED SCHOOL DISTRICT  
adopted: November 1, 2000 Rocklin, California



## **VII. Appendix 2: School Emergency Response Guide**

# CALIFORNIA HEALTHY KIDS SURVEY



## Rocklin High Secondary 2017-2018 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For contract information, contact:

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# PREFACE

## HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from this school/district's 2017-18 *California Healthy Kids Survey* (CHKS), presented in tables organized by topic.

The CHKS, along with its two companion surveys—*California School Staff Survey* (CSSS) for staff and the *California School Parent Survey* (CSPS)—is a service of the California Department of Education (CDE). These three surveys form the *California School Climate, Health, and Learning Surveys* (CalSCHLS) System, the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents at the local level to provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major school-related domains and constructs assessed by CalSCHLS.

These surveys grew out of CDE's commitment to helping schools promote the successful cognitive, social, emotional, and physical development of all students; create more positive, engaging school environments for students, staff, and parents; and ensure college and career readiness. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the survey website ([chks.wested.org](http://chks.wested.org)), including *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP-Cal\\_SCHLS.pdf](http://chks.wested.org/resources/LCAP-Cal_SCHLS.pdf)). The California Safe and Supportive Schools website ([CaliforniaS3.wested.org](http://CaliforniaS3.wested.org)) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Technical Assistance Center offers a Data Workshop to help identify local needs and develop action plans to meet those needs, including a *Listening to Students Workshop* for involving student voice in the process (see below).

## THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of these student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The secondary-school CHKS consists of a required general Core Module



and a series of optional, supplementary topic-focused modules that districts can elect to administer. Districts may also add their own questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

## **Core Module**

As outlined in Exhibit 1, the Core Module consists of key questions, identified by an expert advisory committee, that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, college and career readiness, positive development, and well-being. The great majority of the questions are school-specific, including the following indicators:

- Student grades, truancy, attendance rate and reasons for missing school, academic motivation, and school connectedness, as indicators of engagement;
- The levels of students' three fundamental developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- Perceived safety and the frequency and type of harassment and bullying at school; and
- Levels of violence, substance use, and crime-related behavior (e.g., weapons possession) at school.

The Core Module also includes a wide range of demographic questions to help districts identify and address the needs of significant and vulnerable student subgroups, including those required to be included in the LCAP efforts. These include race/ethnicity, gender, and socioeconomic status; homeless, migrant, and foster status; and English language proficiency.

**What's New?** For 2017-18, the following improvements are made to the Core Module:

- Added questions assessing frequency of school absences; lifetime frequency of heroin use, and vaping, eating, or drinking marijuana; perceived harm and availability of e-cigarettes; being an immigrant as a reason for being harassed or bullied;
- Modified sexual orientation question to better assess gender identity; and
- Expanded Opportunities for Meaningful Participation scale questions for better reliability.

## **Supplemental School Climate Module**

To further support school improvement efforts and the LCAP process, a supplementary School Climate Module is available. It provides additional data on student academic mindset, school academic supports, discipline/order, supports for social-emotional learning, bullying prevention and positive peer relationships, respect for diversity, and the quality of the physical environment (download from [chks.wested.org/administer/download/supplemental/#clim](https://chks.wested.org/administer/download/supplemental/#clim)). These questions are also included in the staff survey, so you can compare staff and student perceptions on the same constructs.

## **Supplemental Social Emotional Health Module (SEHM)**

The SEHM greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and college and career readiness. It includes 56 items that capture the totality of core adolescent psychological assets.

## **SURVEY ADMINISTRATION AND SAMPLING**

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the secondary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

## **THE REPORT**

The survey results are reported in tables, organized by topic, that provide the percentages responding to each question response option by grade level. Because it is just as important to identify the positive behaviors of youth as it is to identify the risks they face, the tables reporting risk-behavior data include the percentages of youth who responded negatively (did not engage in the behavior).

### **Racial/Ethnic and Gender Results**

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender (see Sections 9 and 10). Schools can request supplementary reports disaggregating all their CHKS results by the race/ethnicity or gender of students or by other demographic categories (see Next Steps below).

## **UNDERSTANDING THE DATA**

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results, such as changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind. A more detailed discussion of these topics can be found in the *CHKS Guidebook to Data Use and Dissemination* (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).

### **Sample Characteristics.**

Among the most important factors affecting the quality of survey results is the level and type of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70%. One indication of the survey's representativeness is how accurately the sample reflects the gender and ethnic composition of the student enrollment. Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

### **Changes Between Survey Administrations.**

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

## RESOURCES

The CHKS website contains numerous guidebooks and other resources for using and understanding survey results.

- *CHKS Guidebook to Data Use and Dissemination* provides step-by-step instructions on how to interpret survey results and effectively disseminate them (download [chks.wested.org/resources/chks\\_guidebook\\_3\\_datause.pdf](https://chks.wested.org/resources/chks_guidebook_3_datause.pdf)).
- CHKS factsheets ([chks.wested.org/using-results/factsheets](https://chks.wested.org/using-results/factsheets)) analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level.
- *Making Sense of School Climate* provides a discussion of all the CalSCHLS survey items that relate to school climate (download [californiaS3.wested.org/resources/S3\\_schoolclimateguidebook\\_final.pdf](https://californiaS3.wested.org/resources/S3_schoolclimateguidebook_final.pdf)).
- *Helpful Resources for Local Control and Accountability Plans* ([chks.wested.org/resources/LCAP\\_Cal\\_SCHLS.pdf](https://chks.wested.org/resources/LCAP_Cal_SCHLS.pdf)) describes how survey items align with LCAP priorities and indicators. Also available is an LCAP-related PowerPoint presentation ([chks.wested.org/training-support/workshops-presentations](https://chks.wested.org/training-support/workshops-presentations)).
- The *School Climate Connection Newsletter* provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on the CHKS or CaliforniaS3 websites.
- CDE's **California Safe and Supportive Schools** website ([CaliforniaS3.wested.org](https://CaliforniaS3.wested.org)) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

## NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some followup steps you should take and some custom services (additional fees apply) available from the CalSCHLS TA Center to help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

### Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

First and foremost, engage students, staff, parents, and community stakeholders in reviewing and exploring the meaning of the results and obtain their input into how the school might better meet the identified needs and into the development of a detailed action plan. This communicates to stakeholders that you value their input into how to improve the schools and gives them an opportunity for meaningful participation. This helps enhance pupil engagement and parent involvement, two LCAP priorities. Their input, in turn, will help in identifying school needs and developing an effective response. It will also promote higher rates of participation the next time the survey is administered, as stakeholders will see how the data has been used for positive purposes.

As part of this process, it is highly recommended that you conduct a structured *Listening to Students Workshop* in which you explore with students, as adults observe, the meaning of survey results and obtain their input on how to address the needs identified by the survey and school improvement in general. These

workshops were found to be a highly effective in fostering school climate improvements as part of CDE's Safe and Supportive School Projects (see [CaliforniaS3.wested.org](https://californiaS3.wested.org)). For more information, email [schoolclimate@wested.org](mailto:schoolclimate@wested.org).

## Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the content of the following sources of related data.

- **Staff and Parent Surveys.** The results of this student survey should be compared to those obtained from the CalSCHLS surveys of school staff and parents. It is important to determine how consistent are student, staff, and parent perceptions and experiences. If you did not administer these companion surveys, consider doing so next time.
- **Elementary CHKS Results.** Examine how the results from 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> graders compare with those from 5<sup>th</sup> graders on common indicators to see the developmental trajectory in the results and explore what programs at the elementary level might help mitigate problems that are evident among older students.
- **Other Data.** Examine how the results compare with other data typically collected by schools that relate to the variables assessed, such as discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

## Data Workshop

To assist in your review of the survey results, you can request the CalSCHLS TA Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies.

For more information, contact your CalSCHLS TA Center (call 888.841.7536) or email [schoolclimate@wested.org](mailto:schoolclimate@wested.org).

## Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services (additional fees apply) are available through the CalSCHLS TA Center to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

## School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school (a fee applies). Two types of reports are available:

- A full report with all the survey results; and
- A short, user-friendly, graphic **School Climate Report Card** that provides results across eight domains of school climate and provides an overall **School Climate Index** score based on those domains. (View a sample report: visit [californiaS3.wested.org/resources/California\\_State\\_SCRC\\_1314.pdf](https://californiaS3.wested.org/resources/California_State_SCRC_1314.pdf)).

## **District School Climate Report Card**

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

## **Disaggregated Reports**

The staff of the Regional TA Centers can produce full reports that look at how results vary by demographic subgroups (e.g., race/ethnicity as discussed above, or by youth who are low in academic motivation compared those who are high). This is particularly important given the LCAP requirement that districts identify and address the needs of underserved, vulnerable subgroups. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

## **Analyze Dataset**

The complete dataset is available electronically for additional analysis (there is a small fee for preparation). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by different subgroups of students and across schools within a district. You can also request an analysis from the CalSCHLS TA Center as a custom service.

## **Add Questions to Your Next Surveys**

Determine what additional information is needed from students to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

**Exhibit 1*****Major School-related Domains and Constructs Assessed by CalSCHLS in Secondary Schools***

	Student Core	Student School Climate	Student Social Emotional Health	Staff Survey	Parent Survey
<b>Student Well-Being</b>					
Academic mindset		✓	✓		
Academic motivation	✓	✓		✓	✓
Academic performance (grades)	✓				
Alcohol, tobacco, and drug use	✓			✓	✓
Attendance (absences, truancy, reasons absent)	✓			✓	
Behavioral self-control			✓		
Collaboration			✓		
Emotional self-regulation			✓		
Empathy			✓		
Gratitude			✓		
Optimism			✓		
Perceived safety	✓			✓	✓
Persistence			✓		
Problem Solving			✓		
School connectedness	✓				
Self-awareness			✓		
Self-efficacy			✓		
Social-emotional competencies and health			✓	✓	
Social emotional distress			✓		
Violence and victimization (bullying)	✓			✓	✓
Zest			✓		
<b>School Climate</b>					
Academic rigor and norms				✓	✓
College and career supports		✓			✓
Family support			✓		
High expectations	✓			✓	✓
Meaningful participation and decision-making	✓			✓	✓
Parent involvement	✓			✓	✓
Quality of physical environment	✓	✓		✓	✓
Relationships among staff				✓	
Relationships among students		✓	✓	✓	✓
Relationships between students and staff	✓			✓	✓
Respect for diversity and cultural sensitivity		✓		✓	✓
Teacher and other supports for learning		✓		✓	✓
<b>School Climate Improvement Practices</b>					
Bullying prevention		✓		✓	✓
Discipline and order (policies, enforcement)		✓		✓	✓
Services and policies to address student needs				✓	
Social-emotional/behavioral supports		✓		✓	✓
Staff supports				✓	

## ACKNOWLEDGMENTS

The CHKS and this report were developed by WestEd, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education Coordinated School Health and Safety Office. For more information, call the toll-free helpline at 888.841.7536, or visit the website at [chks.wested.org](http://chks.wested.org).

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# Survey Module Administration

**Table 1**

***CHKS Survey Modules Administered***

Survey Module	Administered
A. Core (Required)	X
B. Alcohol and Other Drugs (AOD) Module	
C. Building Healthy Communities (BHC) Module	
D. Cal-Well Module	
E. Closing the Achievement Gap (CTAG) Module	
F. District Afterschool Module (DASM)	
G. Drug Free Communities (DFC) Module	
H. Gang Risk Awareness Module	
I. Gender & Sex-Based Harassment Module	
J. Military Connected School Module	
K. Physical Health & Nutrition Module	
L. Resilience & Youth Development Module	
M. Safety & Violence Module	
N. School Climate Module	
O. Sexual Behavior Module	
P. Social Emotional Health Module	
Q. Tobacco Module	
Z. Custom Questions	X



# Core Module Results

## 1. Survey Sample

**Table A1.1**

***Student Sample for Core Module***

	Grade 9	Grade 11
<b><i>Student Sample Size</i></b>		
Target sample	582	472
Final number	454	352
<b>Response Rate</b>	78%	75%

## 2. Summary of Key Indicators

**Table A2.1**

***Key Indicators of School Climate and Student Well-Being***

	Grade 9 %	Grade 11 %	Table
<b>School Engagement and Supports</b>			
School connectedness <sup>†</sup>	31	24	A4.6
Academic motivation <sup>†</sup>	38	33	A4.6
Chronic truancy (twice a month or more often) <sup>§</sup>	1	3	A4.2
Caring adult relationships <sup>‡</sup>	29	32	A4.5
High expectations <sup>‡</sup>	41	36	A4.5
Meaningful participation <sup>‡</sup>	15	13	A4.5
Facilities upkeep	28	28	A4.13
<b>School Safety and Substance Use</b>			
School perceived as very safe or safe	80	79	A5.1
Experienced any harassment or bullying <sup>§</sup>	33	27	A5.2
Had mean rumors or lies spread about you <sup>§</sup>	31	30	A5.3
Been afraid of being beaten up <sup>§</sup>	12	5	A5.4
Been in a physical fight <sup>§</sup>	9	5	A5.4
Seen a weapon on campus <sup>§</sup>	9	7	A5.6
Been drunk or “high” on drugs at school, ever	3	6	A6.9
<b>Mental and Physical Health</b>			
Current alcohol or drug use <sup>¶</sup>	8	21	A6.5
Current binge drinking <sup>¶</sup>	1	8	A6.5
Very drunk or “high” 7 or more times	3	9	A6.7
Current cigarette smoking <sup>¶</sup>	2	2	A7.3
Current electronic cigarette use <sup>¶</sup>	5	14	A7.3
Experienced chronic sadness/hopelessness <sup>§</sup>	24	34	A8.3
Considered suicide <sup>§</sup>	14	17	A8.4

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>Average percent of respondents reporting “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Very much true.”

<sup>§</sup>Past 12 months.

<sup>¶</sup>Past 30 days.

### 3. Demographics

**Table A3.1**

***Gender of Sample***

	Grade 9 %	Grade 11 %
Male	51	52
Female	49	48

*Question HS/MS A.3: What is your sex?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.2**

***Hispanic or Latino***

	Grade 9 %	Grade 11 %
No	83	88
Yes	17	12

*Question HS/MS A.5: Are you of Hispanic or Latino origin?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.3**

***Race***

	Grade 9 %	Grade 11 %
American Indian or Alaska Native	1	1
Asian	11	10
Black or African American	1	1
Native Hawaiian or Pacific Islander	0	2
White	62	67
Mixed (two or more) races	24	21

*Question HS/MS A.6: What is your race?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.4**  
***Living Situation***

	Grade 9 %	Grade 11 %
A home with one or more parent or guardian	95	94
Other relative's home	1	2
A home with more than one family	1	2
Friend's home	0	0
Foster home, group care, or waiting placement	0	0
Hotel or motel	0	0
Shelter, car, campground, or other transitional or temporary housing	0	0
Other living arrangement	2	2

*Question HS/MS A.8: What best describes where you live? A home includes a house, apartment, trailer, or mobile home.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.5**  
***Highest Education of Parents***

	Grade 9 %	Grade 11 %
Did not finish high school	2	1
Graduated from high school	9	7
Attended college but did not complete four-year degree	12	11
Graduated from college	70	77
Don't know	7	4

*Question HS/MS A.9: What is the highest level of education your parents or guardians completed? (Mark the educational level of the parent or guardian who went the furthest in school.)*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.6*****Free or Reduced Price Meals Eligibility***

	Grade 9 %	Grade 11 %
No	75	83
Yes	13	9
Don't know	12	7

*Question HS/MS A.10: Do you receive free or reduced-price lunches at school? (Receiving free or reduced-price lunches means that lunch at school is provided to you for free or you pay less for it.)*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.7*****Participation in Migrant Education Program, Past 3 Years***

	Grade 9 %	Grade 11 %
No	90	97
Yes	0	0
Don't know	10	3

*Question HS/MS A.11: In the past three years, were you part of the Migrant Education Program or did your family move to find seasonal or temporary work in agriculture or fishing?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.8*****Language Spoken at Home***

	Grade 9 %	Grade 11 %
English	92	90
Spanish	3	2
Mandarin	1	1
Cantonese	0	0
Taiwanese	0	0
Tagalog	0	0
Vietnamese	0	0
Korean	1	1
Other	3	5

*Question HS/MS A.12: What language is spoken most of the time in your home?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.9**  
**English Language Proficiency – All Students**

	Grade 9 %	Grade 11 %
<b>How well do you...</b>		
<b>understand English?</b>		
Very well	95	97
Well	4	3
Not well	0	0
Not at all	0	0
<b>speak English?</b>		
Very well	94	94
Well	5	6
Not well	0	0
Not at all	0	0
<b>read English?</b>		
Very well	91	95
Well	8	5
Not well	1	1
Not at all	0	0
<b>write English?</b>		
Very well	87	91
Well	11	8
Not well	2	1
Not at all	0	0
<b>English Language Proficiency Status</b>		
Proficient	90	94
Not proficient	10	6

*Question HS/MS A.13-16: How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.*

*Notes: Cells are empty if there are less than 10 respondents.*

*English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.*

*Proficient: students with average item response > 3.5; and*

*Not Proficient: students with average item response ≤ 3.5.*

**Table A3.10*****English Language Proficiency – Students Speaking a Language Other Than English at Home***

	Grade 9 %	Grade 11 %
<b><i>How well do you...</i></b>		
<b>understand English?</b>		
Very well	89	91
Well	11	6
Not well	0	3
Not at all	0	0
<b>speak English?</b>		
Very well	86	82
Well	8	18
Not well	6	0
Not at all	0	0
<b>read English?</b>		
Very well	83	82
Well	11	12
Not well	6	6
Not at all	0	0
<b>write English?</b>		
Very well	78	65
Well	14	29
Not well	8	6
Not at all	0	0
<b><i>English Language Proficiency Status</i></b>		
Proficient	81	76
Not proficient	19	24

*Question HS/MS A.13-16: What language is spoken most of the time in your home?... How well do you understand, speak, read, and write English?... Understand English... Speak English... Read English... Write English.*

*Notes: Cells are empty if there are less than 10 respondents.*

*English Language Proficiency was determined by creating a scale score using four survey questions - how well do you understand... speak... read... and write English. Response options are reverse coded so higher values indicate higher English proficiency level ("Not at all" (1); "Not well" (2); "Well" (3); and "Very well" (4)). The scale score was computed by averaging the survey responses. Respondents are categorized as "Proficient" or "Not Proficient" based on the English language proficiency scale.*

*Proficient: students with average item response > 3.5; and*

*Not Proficient: students with average item response ≤ 3.5.*

**Table A3.11*****Number of Days Attending Afterschool Program***

	Grade 9 %	Grade 11 %
0 days	77	75
1 day	5	4
2 days	3	5
3 days	4	5
4 days	1	2
5 days	11	8

*Question HS/MS A.17: How many days a week do you usually go to your school's afterschool program?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A3.12*****Military Connections***

	Grade 9 %	Grade 11 %
No	94	96
Yes	5	3
Don't know	1	1

*Question HS A.128/MS A.117: Is your father, mother, or guardian currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?*

*Note: Cells are empty if there are less than 10 respondents.*



## 4. School Performance, Supports, and Engagement

**Table A4.1**

***Grades, Past 12 Months***

	Grade 9 %	Grade 11 %
Mostly A's	32	26
A's and B's	38	42
Mostly B's	9	12
B's and C's	12	15
Mostly C's	4	3
C's and D's	4	2
Mostly D's	0	0
Mostly F's	1	0

*Question HS/MS A.18: During the past 12 months, how would you describe the grades you mostly received in school?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.2**

***Truancy, Past 12 Months***

	Grade 9 %	Grade 11 %
0 times	86	79
1-2 times	7	9
A few times	6	8
Once a month	0	1
Twice a month	0	3
Once a week	0	0
More than once a week	0	0

*Question HS/MS A.21: During the past 12 months, about how many times did you skip school or cut classes?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.3*****Absences, Past 30 Days***

	Grade 9 %	Grade 11 %
I did not miss any days of school in the past 30 days	60	41
1 day	23	28
2 days	12	18
3 or more days	5	12

*Question HS/MS A.19: In the past 30 days, how often did you miss an entire day of school for any reason?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.4*****Reasons for Absence, Past 30 Days***

	Grade 9 %	Grade 11 %
Does not apply; I didn't miss any school	59	41
Illness (feeling physically sick), including problems with breathing or your teeth	28	41
Were being bullied or mistreated at school	1	1
Felt very sad, hopeless, anxious, stressed, or angry	4	9
Didn't get enough sleep	6	12
Didn't feel safe at school or going to and from school	1	1
Had to take care of or help a family member or friend	2	2
Wanted to spend time with friends	0	1
Use alcohol or drugs	0	1
Were behind in schoolwork or weren't prepared for a test or class assignment	1	8
Were bored or uninterested in school	1	3
Had no transportation to school	0	1
Other reason	13	19

*Question HS/MS A.20: In the past 30 days, did you miss a day of school for any of the following reasons? (Mark All That Apply.)*

*Notes: Cells are empty if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table A4.5**  
***School Environment Scales (Developmental Supports)***

	Grade 9 %	Grade 11 %	Table
<b>Total school supports</b>			
<i>Average Reporting “Very much true”</i>	29	27	
High	35	33	
Moderate	50	54	
Low	15	13	
<b>Caring adults in school</b>			
<i>Average Reporting “Very much true”</i>	29	32	A4.7
High	35	38	
Moderate	54	52	
Low	11	10	
<b>High expectations-adults in school</b>			
<i>Average Reporting “Very much true”</i>	41	36	A4.8
High	51	42	
Moderate	44	50	
Low	5	7	
<b>Meaningful participation at school</b>			
<i>Average Reporting “Very much true”</i>	15	13	A4.9
High	14	12	
Moderate	44	38	
Low	41	50	

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with item-level results for the survey questions that comprise each scale.*

**Table A4.6*****School Connectedness, Academic Motivation, and Parent Involvement Scales***

	Grade 9 %	Grade 11 %	Table
<b>School Connectedness</b>			
<i>Average Reporting “Strongly agree”</i>	31	24	A4.10
High	72	61	
Moderate	22	35	
Low	5	5	
<b>Academic Motivation</b>			
<i>Average Reporting “Strongly agree”</i>	38	33	A4.11
High	39	31	
Moderate	44	48	
Low	17	21	
<b>Parent Involvement in School</b>			
<i>Average Reporting “Strongly agree”</i>	20	13	A4.12
High	46	39	
Moderate	41	43	
Low	13	18	

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with item-level results for the survey questions that comprise each scale.*

**Table A4.7*****Caring Relationships Scale Questions***

	Grade 9 %	Grade 11 %
<b>Caring adults in school</b>		
<i>Average Reporting “Very much true”</i>	29	32
<b><i>At my school, there is a teacher or some other adult... who really cares about me.</i></b>		
Not at all true	11	7
A little true	29	25
Pretty much true	35	36
Very much true	25	33
<b><i>who notices when I’m not there.</i></b>		
Not at all true	13	14
A little true	26	27
Pretty much true	35	31
Very much true	26	27
<b><i>who listens to me when I have something to say.</i></b>		
Not at all true	4	5
A little true	21	13
Pretty much true	38	47
Very much true	37	35

*Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me...  
who notices when I am not there... who listens to me when I have something to say.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.8*****High Expectations Scale Questions***

	Grade 9 %	Grade 11 %
<b>High expectations-adults in school</b>		
<i>Average Reporting “Very much true”</i>	41	36
<b><i>At my school, there is a teacher or some other adult... who tells me when I do a good job.</i></b>		
Not at all true	6	5
A little true	22	19
Pretty much true	40	43
Very much true	33	32
<b><i>who always wants me to do my best.</i></b>		
Not at all true	3	3
A little true	14	16
Pretty much true	32	38
Very much true	51	43
<b><i>who believes that I will be a success.</i></b>		
Not at all true	4	6
A little true	21	16
Pretty much true	35	44
Very much true	39	35

*Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.9**  
**Meaningful Participation Scale Questions**

	Grade 9 %	Grade 11 %
<b>Meaningful participation at school</b>		
<i>Average Reporting “Very much true”</i>	15	13
<b>At school...</b>		
<b>I do interesting activities.</b>		
Not at all true	9	15
A little true	27	24
Pretty much true	31	33
Very much true	33	28
<b>I help decide things like class activities or rules.</b>		
Not at all true	42	46
A little true	31	28
Pretty much true	17	16
Very much true	10	9
<b>I do things that make a difference.</b>		
Not at all true	21	26
A little true	36	38
Pretty much true	29	24
Very much true	14	13
<b>I have a say in how things work.</b>		
Not at all true	32	42
A little true	35	34
Pretty much true	22	15
Very much true	11	10
<b>I help decide school activities or rules.</b>		
Not at all true	57	63
A little true	26	22
Pretty much true	9	8
Very much true	8	7

*Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.10**  
***School Connectedness Scale Questions***

	Grade 9 %	Grade 11 %
<b>School Connectedness</b>		
<i>Average Reporting “Strongly agree”</i>	31	24
<b>I feel close to people at this school.</b>		
Strongly disagree	4	2
Disagree	6	10
Neither disagree nor agree	17	16
Agree	46	45
Strongly agree	27	27
<b>I am happy to be at this school.</b>		
Strongly disagree	3	3
Disagree	5	8
Neither disagree nor agree	11	21
Agree	44	46
Strongly agree	37	22
<b>I feel like I am part of this school.</b>		
Strongly disagree	4	4
Disagree	6	11
Neither disagree nor agree	19	25
Agree	42	39
Strongly agree	29	21
<b>The teachers at this school treat students fairly.</b>		
Strongly disagree	4	1
Disagree	5	6
Neither disagree nor agree	15	20
Agree	49	54
Strongly agree	28	19
<b>I feel safe in my school.</b>		
Strongly disagree	2	1
Disagree	4	3
Neither disagree nor agree	14	11
Agree	48	54
Strongly agree	32	31

*Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?... I feel close to people at this school... I am happy to be at this school... I feel like I am part of this school... The teachers at this school treat students fairly... I feel safe in my school.*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A4.11*****Academic Motivation Scale Questions***

	Grade 9 %	Grade 11 %
<b>Academic Motivation</b>		
<i>Average Reporting “Strongly agree”</i>	38	33
<b>I try hard to make sure that I am good at my schoolwork.</b>		
Strongly disagree	2	1
Disagree	1	5
Neither disagree nor agree	7	11
Agree	40	43
Strongly agree	50	41
<b>I try hard at school because I am interested in my work.</b>		
Strongly disagree	6	4
Disagree	10	16
Neither disagree nor agree	23	17
Agree	38	38
Strongly agree	23	25
<b>I work hard to try to understand new things at school.</b>		
Strongly disagree	3	1
Disagree	4	7
Neither disagree nor agree	17	14
Agree	42	48
Strongly agree	34	30
<b>I am always trying to do better in my schoolwork.</b>		
Strongly disagree	3	1
Disagree	2	4
Neither disagree nor agree	14	15
Agree	37	44
Strongly agree	45	36

*Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?... I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work... I work hard to try to understand new things at school... I am always trying to do better in my schoolwork.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.12*****Parent Involvement Scale Questions***

	Grade 9 %	Grade 11 %
<b>Parent Involvement in School</b>		
<i>Average Reporting “Strongly agree”</i>	20	13
<b>Teachers at this school communicate with parents about what students are expected to learn in class.</b>		
Strongly disagree	5	3
Disagree	9	11
Neither disagree nor agree	28	28
Agree	40	45
Strongly agree	18	14
<b>Parents feel welcome to participate at this school.</b>		
Strongly disagree	3	2
Disagree	5	7
Neither disagree nor agree	29	36
Agree	39	41
Strongly agree	24	14
<b>School staff takes parent concerns seriously.</b>		
Strongly disagree	3	3
Disagree	7	18
Neither disagree nor agree	29	28
Agree	42	39
Strongly agree	19	12

*Question HS/MS A.28-30: How strongly do you agree or disagree with the following statements?... Teachers at this school communicate with parents about what students are expected to learn in class... Parents feel welcome to participate at this school... School staff takes parent concerns seriously.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A4.13*****Quality of School Physical Environment***

	Grade 9 %	Grade 11 %
<b>My school is usually clean and tidy.</b>		
Strongly disagree	2	1
Disagree	5	4
Neither disagree nor agree	10	11
Agree	55	56
Strongly agree	28	28

*Question HS/MS A.27: How strongly do you agree or disagree with the following statements?... My school is usually clean and tidy.*

*Notes: Cells are empty if there are less than 10 respondents.*

## 5. School Violence, Victimization, and Safety

**Table A5.1**

***Perceived Safety at School***

	Grade 9 %	Grade 11 %
Very safe	27	29
Safe	54	50
Neither safe nor unsafe	17	18
Unsafe	2	2
Very unsafe	0	1

*Question HS A.99/MS A.88: How safe do you feel when you are at school?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.2*****Reasons for Harassment on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %
<b>Race, ethnicity, or national origin</b>		
0 times	89	91
1 time	4	3
2 or more times	6	5
<b>Religion</b>		
0 times	92	91
1 time	3	3
2 or more times	5	6
<b>Gender (being male or female)</b>		
0 times	93	90
1 time	3	5
2 or more times	3	6
<b>Because you are gay or lesbian or someone thought you were</b>		
0 times	91	95
1 time	3	3
2 or more times	5	3
<b>A physical or mental disability</b>		
0 times	96	97
1 time	3	1
2 or more times	2	2
<b>You are an immigrant or someone thought you were</b>		
0 times	96	97
1 time	2	2
2 or more times	2	1
<b>Any of the above six reasons</b>	25	24

*Question HS A.115-120/MS A.105-110: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.2*****Reasons for Harassment on School Property, Past 12 Months – Continued***

	Grade 9 %	Grade 11 %
<b>Any other reason</b>		
0 times	80	87
1 time	7	4
2 or more times	12	9
<b>Any harassment</b>	33	27

*Question HS A.115-121/MS A.105-111: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Your race, ethnicity, or national origin... Your religion... Your gender... Because you are gay or lesbian or someone thought you were... A physical or mental disability... You are an immigrant or someone thought you were... Any other reason.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.3*****Verbal Harassment at School, Past 12 Months***

	Grade 9 %	Grade 11 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>		
<b>had mean rumors or lies spread about you?</b>		
0 times	69	70
1 time	15	15
2 to 3 times	9	9
4 or more times	7	6
<b>had sexual jokes, comments, or gestures made to you?</b>		
0 times	72	72
1 time	13	11
2 to 3 times	6	5
4 or more times	9	12
<b>been made fun of because of your looks or the way you talk?</b>		
0 times	74	78
1 time	12	12
2 to 3 times	6	5
4 or more times	8	5
<b>been made fun of, insulted, or called names?</b>		
0 times	72	75
1 time	12	7
2 to 3 times	6	8
4 or more times	10	10

*Question HS A.103-105, 114/MS A.93-95, 104: During the past 12 months, how many times on school property have you... had mean rumors or lies spread about you... had sexual jokes, comments, or gestures made to you... been made fun of because of your looks or the way you talk... been made fun of, insulted, or called names?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A5.4**

***Violence and Victimization on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %
<b><i>During the past 12 months, how many times on school property have you...</i></b>		
<b>been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around?</b>		
0 times	85	92
1 time	7	5
2 to 3 times	4	2
4 or more times	4	1
<b>been afraid of being beaten up?</b>		
0 times	88	95
1 time	6	3
2 to 3 times	3	1
4 or more times	3	1
<b>been threatened with harm or injury?</b>		
0 times	94	95
1 time	3	2
2 to 3 times	1	1
4 or more times	2	2
<b>been in a physical fight?</b>		
0 times	91	95
1 time	6	2
2 to 3 times	1	2
4 or more times	1	1
<b>been threatened or injured with a weapon (gun, knife, club, etc.)?</b>		
0 times	97	98
1 time	1	1
2 to 3 times	1	0
4 or more times	1	0
<b>been offered, sold, or given an illegal drug?</b>		
0 times	88	80
1 time	6	8
2 to 3 times	3	5
4 or more times	3	7

*Question HS A.100-102, 107, 111, 113/MS A.90-92, 97, 101, 103: During the past 12 months, how many times on school property have you... been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around... been afraid of being beaten up... been in a physical fight... been offered, sold, or given an illegal drug... been threatened or injured with a weapon (gun, knife, club, etc.) ... been threatened with harm or injury?*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A5.5*****Property Damage on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %
<b>Had your property stolen or deliberately damaged</b>		
0 times	90	84
1 time	6	11
2 to 3 times	2	3
4 or more times	2	1
<b>Damaged school property on purpose</b>		
0 times	97	96
1 time	1	2
2 to 3 times	1	1
4 or more times	1	0

*Question HS A.106, 108/MS A.96, 98: During the past 12 months, how many times on school property have you... had your property stolen or deliberately damaged, such as your car, clothing, or books... damaged school property on purpose?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A5.6*****Weapons Possession on School Property, Past 12 Months***

	Grade 9 %	Grade 11 %
<b>Carried a gun</b>		
0 times	99	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
<b>Carried any other weapon (such as a knife or club)</b>		
0 times	97	99
1 time	1	1
2 to 3 times	0	0
4 or more times	1	1
<b>Seen someone carrying a gun, knife, or other weapon</b>		
0 times	91	93
1 time	6	4
2 to 3 times	2	2
4 or more times	1	1

*Question HS A.109, 110, 112/MS A.99, 100, 102: During the past 12 months, how many times on school property have you... carried a gun... carried any other weapon (such as a knife or club)... seen someone carrying a gun, knife, or other weapon?*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. Alcohol and Other Drug Use

**Table A6.1**

*Summary Measures of Level of AOD Use and Perceptions*

	Grade 9 %	Grade 11 %	Table
Lifetime illicit AOD use to get “high” <sup>†</sup>	19	38	A6.2
Lifetime alcohol or drugs (any use)	22	39	A6.2
Lifetime very drunk or high (7 or more times)	3	9	A6.7
Lifetime drinking and driving involvement	4	13	A6.11
Current alcohol or drugs	8	21	A6.5
Current heavy drug uses	3	7	A6.5
Current heavy alcohol use (binge drinking)	1	8	A6.5
Current alcohol or drug use on school property	2	3	A6.8
Harmfulness of occasional marijuana use <sup>‡</sup>	42	28	A6.12
Difficulty of obtaining marijuana <sup>§</sup>	9	3	A6.13

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Excludes prescription pain medication, Diet Pills, and prescription stimulant.*

<sup>‡</sup>*Great harm.*

<sup>§</sup>*Very difficult.*

**Table A6.2**  
**Summary of AOD Lifetime Use**

	Grade 9 %	Grade 11 %
Alcohol	15	36
Marijuana	7	23
Inhalants	3	3
Cocaine, Methamphetamine, or any amphetamines	1	2
Heroin	0	0
Ecstasy, LSD, or other psychedelics	1	5
Prescription pain killers, Diet Pills, or other prescription stimulant	8	9
Cold/Cough Medicines or other over-the-counter medicines to get “high”	3	4
Any other drug, pill, or medicine to get “high”	2	3
<b><i>Any of the above AOD use</i></b>	22	39
<b><i>Any illicit AOD use to get “high”<sup>†</sup></i></b>	19	38

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Excludes prescription pain medication, Diet Pills, and prescription stimulant.

**Table A6.3**  
***Lifetime AOD Use***

	Grade 9 %	Grade 11 %
<b>Alcohol (one full drink)</b>		
0 times	85	64
1 time	5	9
2 to 3 times	5	7
4 or more times	4	19
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 times	93	77
1 time	3	5
2 to 3 times	1	4
4 or more times	4	14
<b>Inhalants</b>		
0 times	97	97
1 time	1	2
2 to 3 times	2	0
4 or more times	0	1
<b>Cocaine, Methamphetamine, or any amphetamines</b>		
0 times	99	98
1 time	0	0
2 to 3 times	0	1
4 or more times	0	1
<b>Heroin</b>		
0 times	100	100
1 time	0	0
2 to 3 times	0	0
4 or more times	0	0
<b>Ecstasy, LSD, or other psychedelics</b>		
0 times	99	95
1 time	0	2
2 to 3 times	0	1
4 or more times	1	2

*Question HS A.49-52, 54, 55/MS A.50-52: During your life, how many times have you used the following? One full drink of alcohol (such as a can of beer, glass of wine, wine cooler, or shot of liquor)... Marijuana (smoke, vape, eat, or drink)... Inhalants (things you sniff, huff, or breathe to get “high” such as glue, paint, aerosol sprays, gasoline, poppers, gases)... Cocaine, Methamphetamine, or any amphetamines (meth, speed, crystal, crank, ice)... Heroin... Ecstasy, LSD, or other psychedelics (acid, mescaline, peyote, mushrooms).*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A6.3**  
**Lifetime AOD Use – Continued**

	Grade 9 %	Grade 11 %
<b>Prescription pain medication or opioids, tranquilizers, or sedatives</b>		
0 times	97	93
1 time	1	3
2 to 3 times	1	1
4 or more times	1	3
<b>Diet Pills</b>		
0 times	96	98
1 time	1	1
2 to 3 times	1	0
4 or more times	2	1
<b>Ritalin™ or Adderall™ or other prescription stimulant</b>		
0 times	97	95
1 time	0	2
2 to 3 times	0	1
4 or more times	2	2
<b>Cold/Cough Medicines or other over-the-counter medicines to get “high”</b>		
0 times	97	96
1 time	1	1
2 to 3 times	1	2
4 or more times	1	1
<b>Any other drug, pill, or medicine to get “high” or for other than medical reasons</b>		
0 times	98	97
1 time	0	1
2 to 3 times	1	0
4 or more times	0	1

*Question HS A.56-60/MS A.54: During your life, how many times have you used the following?... Prescription pain medication or opioids (Vicodin™, OxyContin™, Percodan™, Lortab™), tranquilizers, or sedatives (Xanax™, Ativan™)... Diet Pills (Didrex, Dexedrine, Zinadrine, Skittles, M&M’s)... Ritalin™ or Adderall™ or other prescription stimulant... Cold/Cough Medicines or other over-the-counter medicines to get “high”... Any other drug, pill, or medicine to get “high” or for other than medical reasons.*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A6.4**  
***Lifetime Marijuana Consumption***

	Grade 9 %	Grade 11 %
<b><i>During your life, how many times have you used marijuana in any of the following ways...</i></b>		
<b>Smoke it?</b>		
0 times	94	79
1 time	2	3
2 to 3 times	1	5
4 or more times	3	13
<b>In an electronic or e-cigarette or other vaping device?</b>		
0 times	94	86
1 time	3	4
2 to 3 times	1	3
4 or more times	2	7
<b>Eat or drink it in products made with marijuana?</b>		
0 times	96	82
1 time	2	7
2 to 3 times	1	5
4 or more times	2	6

*Question HS A.64-66/MS A.58-60: During your life, how many times have you used marijuana in any of the following ways... Smoke it?... In an electronic or e-cigarette or other vaping device?... Eat or drink it in products made with marijuana?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.5*****Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 11 %
Alcohol (one or more drinks of alcohol)	5	15
Binge drinking (5 or more drinks in a row)	1	8
Marijuana (smoke, vape, eat, or drink)	4	13
Inhalants	1	1
Prescription drugs to get “high” or for reasons other than prescribed	1	1
Other drug, pill, or medicine to get “high” or for reasons other than medical	2	1
<b><i>Any drug use</i></b>	5	14
<b><i>Heavy drug use</i></b>	3	7
<b><i>Any AOD Use</i></b>	8	21
Two or more substances at the same time	1	4

*Question HS A.70-76/MS A.64-68: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)... inhalants (things you sniff, huff, or breathe to get “high”)... prescription drugs to get “high” or for reasons other than prescribed ... any other drug, pill, or medicine to get “high” or for reasons other than medical... two or more substances at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?*

*Notes: Cells are empty if there are less than 10 respondents.*

*Heavy drug use was calculated based on pattern of combined current drug use on three or more days (marijuana, inhalants, prescription pain medicine to get “high” (high school only) and any other illegal drug/pill to get “high”).*

**Table A6.6*****Frequency of Current AOD Use, Past 30 Days***

	Grade 9 %	Grade 11 %
<b>Alcohol (one or more drinks)</b>		
0 days	95	85
1 or 2 days	4	11
3 to 9 days	0	3
10 to 19 days	0	0
20 or more days	0	1
<b>Binge drinking (5 or more drinks in a row)</b>		
0 days	99	92
1 or 2 days	1	5
3 to 9 days	0	2
10 to 19 days	0	0
20 or more days	0	1
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 days	96	87
1 or 2 days	2	7
3 to 9 days	1	4
10 to 19 days	0	1
20 or more days	1	1

*Question HS A.70-72/MS A.64-66: During the past 30 days, on how many days did you use... one or more drinks of alcohol... five or more drinks of alcohol in a row, that is, within a couple of hours... marijuana (smoke, vape, eat, or drink)?*

*Note: Cells are empty if there are less than 10 respondents.*



**Table A6.7*****Lifetime Drunk or “High”***

	Grade 9 %	Grade 11 %
<b>Very drunk or sick after drinking alcohol</b>		
0 times	95	83
1 to 2 times	3	7
3 to 6 times	0	6
7 or more times	1	4
<b>“High” (loaded, stoned, or wasted) from using drugs</b>		
0 times	94	80
1 to 2 times	3	7
3 to 6 times	0	4
7 or more times	2	9
<b>Very drunk or “high” 7 or more times</b>	3	9

*Question HS A.61, 62/MS A.55, 56: During your life, how many times have you been... very drunk or sick after drinking alcohol... “high” (loaded, stoned, or wasted) from using drugs?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.8*****Current AOD Use on School Property, Past 30 Days***

	Grade 9 %	Grade 11 %
<b>Alcohol</b>		
0 days	99	99
1 to 2 days	0	1
3 or more days	0	0
<b>Marijuana (smoke, vape, eat, or drink)</b>		
0 days	98	97
1 to 2 days	0	2
3 or more days	2	1
<b>Any other drug, pill, or medicine to get “high” or for reasons other than medical?</b>		
0 days	99	99
1 to 2 days	0	0
3 or more days	0	0
<b>Any of the above</b>	2	3

*Question HS A.80-82/MS A.72-74: During the past 30 days, on how many days on school property did you use... at least one drink of alcohol... marijuana (smoke, vape, eat, or drink)... any other drug, pill, or medicine to get “high” or for reasons other than medical?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.9*****Lifetime Drunk or “High” on School Property***

	Grade 9 %	Grade 11 %
0 times	97	94
1 to 2 times	2	3
3 to 6 times	0	1
7 or more times	1	2

*Question HS A.63/MS A.57: During your life, how many times have you been... drunk on alcohol or “high” on drugs on school property?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.10**  
**Cessation Attempts**

	Grade 9 %	Grade 11 %
<b>Alcohol</b>		
Does not apply, don't use	94	82
0 times	4	16
1 time	1	2
2 to 3 times	1	0
4 or more times	0	0
<b>Marijuana</b>		
Does not apply, don't use	94	84
0 times	4	12
1 time	1	3
2 to 3 times	0	1
4 or more times	0	0

*Question HS A.96, 97: How many times have you tried to quit or stop using... alcohol... marijuana?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.11*****Drinking While Driving, Lifetime***

	Grade 9 %	Grade 11 %
<b>Driven a car when you had been using alcohol or drugs, or been in a car driven by a friend who had been using</b>		
Never	96	87
1 time	2	6
2 times	1	2
3 to 6 times	0	2
7 or more times	1	3

*Question HS A.98: During your life, how many times have you ever driven a car when you had been using alcohol or drugs, or been in a car driven by a friend when he or she had been using?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.12*****Perceived Harm of AOD Use***

	Grade 9 %	Grade 11 %
<b>Alcohol - drink occasionally</b>		
Great	32	21
Moderate	25	38
Slight	29	31
None	15	10
<b>Alcohol - 5 or more drinks once or twice a week</b>		
Great	63	64
Moderate	21	24
Slight	7	8
None	9	4
<b>Marijuana - use occasionally</b>		
Great	42	28
Moderate	29	31
Slight	15	22
None	14	19
<b>Marijuana - use daily</b>		
Great	69	59
Moderate	15	19
Slight	5	12
None	11	10

*Question HS A.87-90/MS A.79-82: How much do people risk harming themselves physically and in other ways when they do the following?... Drink alcohol (beer, wine, liquor ) occasionally... Have five or more drinks of alcohol once or twice a week... Use marijuana occasionally (smoke, eat, or drink) ... Use marijuana daily.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A6.13*****Perceived Difficulty of Obtaining Alcohol and Marijuana***

	Grade 9 %	Grade 11 %
<b>Alcohol</b>		
Very difficult	8	3
Fairly difficult	8	6
Fairly easy	22	30
Very easy	24	42
Don't know	38	19
<b>Marijuana</b>		
Very difficult	9	3
Fairly difficult	10	5
Fairly easy	17	29
Very easy	20	41
Don't know	44	22

*Question HS A.93, 94/MS A.85, 86: How difficult is it for students in your grade to get any of the following if they really want them?... Alcohol... Marijuana.*

*Note: Cells are empty if there are less than 10 respondents.*

## 7. Tobacco Use

**Table A7.1**

*Summary of Key CHKS Tobacco Indicators*

	Grade 9 %	Grade 11 %	Table
<b>Use Prevalence and Patterns</b>			
Ever smoked a whole cigarette	3	7	A7.2
Current cigarette smoking <sup>†</sup>	2	2	A7.3
Current cigarette smoking at school <sup>†</sup>	1	0	A7.4
Ever tried smokeless tobacco	2	4	A7.2
Current smokeless tobacco use <sup>†</sup>	0	1	A7.3
Current smokeless tobacco use at school <sup>†</sup>	0	0	A7.4
Ever used electronic cigarettes	11	27	A7.2
Current use of electronic cigarettes <sup>†</sup>	5	14	A7.3
Current use of electronic cigarettes at school <sup>†</sup>	2	3	A7.4
<b>Cessation Attempts</b>			
Tried to quit or stop using cigarettes	2	2	A7.5
<b>Attitudes and Correlates</b>			
Harmfulness of occasional cigarette smoking <sup>‡</sup>	37	34	A7.6
Harmfulness of smoking 1 or more packs/day <sup>‡</sup>	79	84	A7.6
Difficulty of obtaining cigarettes <sup>§</sup>	6	4	A7.8

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>Past 30 days.

<sup>‡</sup>Great harm.

<sup>§</sup>Very difficult.

**Table A7.2**  
***Lifetime Tobacco Use***

	Grade 9 %	Grade 11 %
<b>A whole cigarette</b>		
0 times	97	93
1 time	1	2
2 to 3 times	0	1
4 or more times	2	4
<b>Smokeless tobacco</b>		
0 times	98	96
1 time	0	2
2 to 3 times	1	1
4 or more times	1	0
<b>An electronic cigarette or other vaping device</b>		
0 times	89	73
1 time	4	6
2 to 3 times	2	5
4 or more times	5	16

*Question HS A.46-48/MS A.47-49: During your life, how many times have you used the following? A whole cigarette... Smokeless tobacco (dip, chew, or snuff)... Electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens.*

*Notes: Cells are empty if there are less than 10 respondents.*



**Table A7.3*****Any Current Use and Daily Use***

	Grade 9 %	Grade 11 %
<b>Cigarettes</b>		
Any	2	2
Daily (20 or more days)	0	0
<b>Smokeless tobacco</b>		
Any	0	1
Daily (20 or more days)	0	0
<b>Electronic cigarettes or other vaping device</b>		
Any	5	14
Daily (20 or more days)	1	3

*Question HS A.67-69/MS A.61-63: During the past 30 days, on how many days did you use... cigarettes... smokeless tobacco (dip, chew, or snuff )... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.4**  
**Current Smoking on School Property, Past 30 Days**

	Grade 9 %	Grade 11 %
<b>Cigarettes</b>		
0 days	99	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
<b>Smokeless tobacco</b>		
0 days	100	100
1 or 2 days	0	0
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	0
<b>Electronic cigarettes or other vaping device</b>		
0 days	98	97
1 or 2 days	1	2
3 to 9 days	0	0
10 to 19 days	0	0
20 or more days	0	2

*Question HS A.77-79/MS A.69-71: During the past 30 days, on how many days on school property did you use... cigarettes... smokeless tobacco (dip, chew, or snuff)... electronic cigarettes, e-cigarettes, or other vaping device such as e-hookah, hookah pens, or vape pens?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.5*****Cigarette Smoking Cessation Attempts***

	Grade 9 %	Grade 11 %
Does not apply, don't use	96	94
0 times	2	3
1 time	1	1
2 to 3 times	0	1
4 or more times	0	1

*Question HS A.95: How many times have you tried to quit or stop using cigarettes?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A7.6*****Perceived Harm of Cigarette Smoking***

	Grade 9 %	Grade 11 %
<b>Smoke cigarettes occasionally</b>		
Great	37	34
Moderate	36	42
Slight	18	18
None	9	6
<b>Smoke 1 or more packs of cigarettes each day</b>		
Great	79	84
Moderate	9	9
Slight	3	2
None	8	5

*Question HS A.83, 84/MS A.75, 76: How much do people risk harming themselves physically and in other ways when they do the following?... Smoke cigarettes occasionally... Smoke 1 or more packs of cigarettes each day.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.7*****Perceived Harm of E-Cigarette Use Compared to Smoking***

	Grade 9 %	Grade 11 %
<b>Use e-cigarettes or vaping device occasionally compared to smoking cigarettes</b>		
Great	35	22
Moderate	31	32
Slight	22	28
None	12	17
<b>Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes</b>		
Great	51	36
Moderate	26	33
Slight	12	21
None	10	10

*Question HS A.85, 86/MS A.77, 78: How much do people risk harming themselves physically and in other ways when they do the following?... Use e-cigarettes (electronic) or vaping device occasionally compared to smoking cigarettes... Use e-cigarettes or vaping devices several times a day compared to smoking cigarettes.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A7.8*****Perceived Difficulty of Obtaining Cigarettes and E-Cigarettes***

	Grade 9 %	Grade 11 %
<b>Cigarettes</b>		
Very difficult	6	4
Fairly difficult	13	11
Fairly easy	23	29
Very easy	15	30
Don't know	43	26
<b>E-Cigarettes or vaping device</b>		
Very difficult	6	3
Fairly difficult	8	4
Fairly easy	23	23
Very easy	23	51
Don't know	40	19

*Question HS A.91, 92/MS A.83, 84: How difficult is it for students in your grade to get any of the following if they really want them?... Cigarettes.... E-cigarettes (electronic) or vaping device*

*Note: Cells are empty if there are less than 10 respondents.*

## 8. Other Physical and Mental Health Risks

**Table A8.1**

***Cyber Bullying, Past 12 Months***

	Grade 9 %	Grade 11 %
0 times (never)	76	80
1 time	11	10
2 to 3 times	6	5
4 or more times	7	5

*Question HS A.122/MS A.112: During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.2**

***Eating of Breakfast***

	Grade 9 %	Grade 11 %
No	32	36
Yes	68	64

*Question HS A.126/MS A.115: Did you eat breakfast today?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.3**

***Chronic Sad or Hopeless Feelings, Past 12 Months***

	Grade 9 %	Grade 11 %
No	76	66
Yes	24	34

*Question HS A.124/MS A.114: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table A8.4*****Seriously Considered Attempting Suicide, Past 12 Months***

	Grade 9 %	Grade 11 %
No	86	83
Yes	14	17

*Question HS A.125: During the past 12 months, did you ever seriously consider attempting suicide?*

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A8.5*****Gang Involvement***

	Grade 9 %	Grade 11 %
No	96	98
Yes	4	2

*Question HS A.123/MS A.113: Do you consider yourself a member of a gang?*

*Note: Cells are empty if there are less than 10 respondents.*

## 9. Race/Ethnic Breakdowns

**Table A9.1**

***School Supports and Engagement by Race/Ethnicity - 9th Grade***

Percent of Students (%)	Grade 9						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports <sup>‡</sup>	25		25			30	28
Caring adults in school <sup>‡</sup>	25		23			32	26
High expectations-adults in school <sup>‡</sup>	38		36			42	43
Meaningful participation at school <sup>‡</sup>	12		15			16	14
<b><i>School Connectedness</i></b> <sup>†</sup>	23		30			32	29
<b><i>Academic Motivation</i></b> <sup>†</sup>	21		54			40	31
<b><i>Parent Involvement in School</i></b> <sup>†</sup>	18		25			21	21

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>Average percent of respondents reporting “Very much true.”

**Table A9.2**

***School Supports and Engagement by Race/Ethnicity - 11th Grade***

Percent of Students (%)	Grade 11						
	H/L	AI/AN	Asian	AA	NH/PI	White	Mixed
<b><i>School Environment</i></b>							
Total school supports <sup>‡</sup>	30		23			27	28
Caring adults in school <sup>‡</sup>	35		25			33	31
High expectations-adults in school <sup>‡</sup>	44		32			36	38
Meaningful participation at school <sup>‡</sup>	10		14			13	14
<b><i>School Connectedness</i></b> <sup>†</sup>	24		15			25	24
<b><i>Academic Motivation</i></b> <sup>†</sup>	38		45			31	30
<b><i>Parent Involvement in School</i></b> <sup>†</sup>	11		7			14	12

Notes: Cells are empty if there are less than 10 respondents. H/L: Hispanic or Latino; AI/AN: American Indian or Alaska Native; AA: Black or African American; NH/PI: Native Hawaiian or Pacific Islander; Mixed: Mixed (two or more) races. <sup>†</sup>Average percent of respondents reporting “Strongly agree.” <sup>‡</sup>Average percent of respondents reporting “Very much true.”



**Table A9.3*****Feeling Safe or Very Safe at School by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	81	83
American Indian or Alaska Native		
Asian	89	91
Black or African American		
Native Hawaiian or Pacific Islander		
White	81	79
Mixed (two or more) races	78	76

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.4*****Harassment Due to Six Reasons at School in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	28	22
American Indian or Alaska Native		
Asian	30	29
Black or African American		
Native Hawaiian or Pacific Islander		
White	24	23
Mixed (two or more) races	23	21

*Notes: Cells are empty if there are less than 10 respondents.*

*The six reasons include race, ethnicity or national origin; religion; gender (being male or female); sexual orientation; a physical or mental disability; and immigrant status.*

**Table A9.5*****Any Harassment or Bullying at School in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	30	22
American Indian or Alaska Native		
Asian	34	29
Black or African American		
Native Hawaiian or Pacific Islander		
White	33	27
Mixed (two or more) races	28	25

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.6*****Any Alcohol Use at School in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	3	0
American Indian or Alaska Native		
Asian	0	3
Black or African American		
Native Hawaiian or Pacific Islander		
White	1	1
Mixed (two or more) races	2	0

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A9.7**  
***Cigarette Smoking in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	1	0
American Indian or Alaska Native		
Asian	0	0
Black or African American		
Native Hawaiian or Pacific Islander		
White	1	2
Mixed (two or more) races	2	4

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A9.8**  
***Any Alcohol Use in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	4	7
American Indian or Alaska Native		
Asian	0	6
Black or African American		
Native Hawaiian or Pacific Islander		
White	4	17
Mixed (two or more) races	5	14

*Note: Cells are empty if there are less than 10 respondents.*

**Table A9.9*****Any Marijuana Use in the Past 30 Days by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	4	5
American Indian or Alaska Native		
Asian	0	0
Black or African American		
Native Hawaiian or Pacific Islander		
White	4	16
Mixed (two or more) races	4	13

*Notes: Cells are empty if there are less than 10 respondents.*

**Table A9.10*****Chronic Sad or Hopeless Feelings in the Past 12 Months by Race/Ethnicity***

	Grade 9 %	Grade 11 %
Hispanic or Latino	31	32
American Indian or Alaska Native		
Asian	15	32
Black or African American		
Native Hawaiian or Pacific Islander		
White	24	34
Mixed (two or more) races	26	34

*Note: Cells are empty if there are less than 10 respondents.*

## 10. Gender Breakdowns

**Table A10.1**  
***School Supports and Engagement by Gender***

	Grade 9		Grade 11	
	Female	Male	Female	Male
	%	%	%	%
<b><i>School Environment</i></b>				
Total school supports <sup>‡</sup>	31	27	26	28
Caring adults in school <sup>‡</sup>	32	27	29	34
High expectations-adults in school <sup>‡</sup>	44	39	34	38
Meaningful participation at school <sup>‡</sup>	16	15	15	12
<b><i>School Connectedness</i></b> <sup>†</sup>	30	30	19	28
<b><i>Academic Motivation</i></b> <sup>†</sup>	42	35	35	31
<b><i>Parent Involvement in School</i></b> <sup>†</sup>	19	21	11	15

Notes: Cells are empty if there are less than 10 respondents.

<sup>†</sup>Average percent of respondents reporting “Strongly agree.”

<sup>‡</sup>Average percent of respondents reporting “Very much true.”

**Table A10.2**
*Select Perceived Safety, Harassment, Alcohol and Other Drug Use, and Mental Health Measures by Gender*

	Grade 9		Grade 11	
	Female %	Male %	Female %	Male %
<b>Perceived Safety at School</b>				
Feel safe or very safe at school	79	83	80	79
<b>Harassment/Bullying at School</b>				
<i>During the past 12 month at school, have you been...</i>				
harassed/bullied for any of the six reasons	27	23	31	18
harassed/bullied for any reasons	37	28	33	22
<b>Current ATOD Use</b>				
<i>During the past 30 days, did you...</i>				
have at least one drink of alcohol at school	1	1	1	1
smoke cigarettes	0	2	1	3
have at least one drink of alcohol	5	5	18	12
use marijuana	2	5	13	14
<b>Mental Health</b>				
Chronic sad or hopeless feelings, past 12 months	31	17	48	20

*Note: Cells are empty if there are less than 10 respondents.*

## Z. Rocklin Unified Custom Questions

### 1. Module Sample

**Table Z1.1**

*Student Sample for Custom Questions*

	Grade 9	Grade 11
<i><b>Student Sample Size</b></i>		
Target sample	582	472
Final number	431	346
<b>Response Rate</b>	74%	73%

## 2. Custom Questions

**Table AZ.2.1**

*How do most students at your school who drink alcohol usually get it? (Select only one.)*

	Grade		Total %
	9th %	11th %	
At school	2	1	1
At parties or events outside school	7	20	13
At their own home	9	8	9
From adults at friends' homes	1	1	1
From friends or another teenager	13	24	18
Get adults to buy it for them	0	3	2
Buy it themselves from a store	2	2	2
Other	1	3	2
Don't know	64	39	53

*Question HS/MS Z.1.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.2**

*How much do you think people risk harming themselves physically or in other ways when they have one or two drinks of any alcoholic beverage nearly every day?*

	Grade		Total %
	9th %	11th %	
Great risk	55	59	57
Moderate risk	28	26	27
Slight risk	12	13	12
No risk	5	2	4

*Question HS/MS Z.2.*

*Note: Columns are not displayed if there are less than 10 respondents.*



**Table AZ.2.3**

***How much do you think people risk harming themselves physically or in other ways when they smoke marijuana once or twice a week?***

	Grade		Total %
	9th %	11th %	
Great risk	41	34	38
Moderate risk	31	30	31
Slight risk	18	20	19
No risk	9	15	12

*Question HS/MS Z.3.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.4**

***How much do you think people risk harming themselves physically or in other ways when they use prescription drugs that are not prescribed to them?***

	Grade		Total %
	9th %	11th %	
Great risk	72	69	71
Moderate risk	19	24	21
Slight risk	5	5	5
No risk	5	1	3

*Question HS/MS Z.4.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.5**

***How wrong do your parents or guardians feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?***

	Grade		Total %
	9th %	11th %	
Very wrong	88	84	86
Wrong	8	13	10
A little wrong	3	3	3
Not at all wrong	1	0	1

*Question HS/MS Z.5.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.6*****How wrong do your parents or guardians feel it would be for you to smoke tobacco?***

	Grade		Total %
	9th %	11th %	
Very wrong	92	89	91
Wrong	6	10	8
A little wrong	1	1	1
Not at all wrong	1	0	1

*Question HS/MS Z.6.**Note: Columns are not displayed if there are less than 10 respondents.***Table AZ.2.7*****How wrong do your parents or guardians feel it would be for you to smoke marijuana?***

	Grade		Total %
	9th %	11th %	
Very wrong	87	78	83
Wrong	7	10	8
A little wrong	4	10	6
Not at all wrong	3	2	2

*Question HS/MS Z.7.**Note: Columns are not displayed if there are less than 10 respondents.***Table AZ.2.8*****How wrong do your parents or guardians feel it would be for you to use prescription drugs not prescribed to you?***

	Grade		Total %
	9th %	11th %	
Very wrong	91	92	91
Wrong	6	8	7
A little wrong	1	1	1
Not at all wrong	2	0	1

*Question HS/MS Z.8.**Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.9**

***How wrong do your friends feel it would be for you to have one or two drinks of an alcoholic beverage nearly every day?***

	Grade		Total %
	9th %	11th %	
Very wrong	70	51	61
Wrong	21	26	23
A little wrong	5	14	9
Not at all wrong	4	10	6

*Question HS/MS Z.9.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.10**

***How wrong do your friends feel it would be for you to smoke tobacco?***

	Grade		Total %
	9th %	11th %	
Very wrong	75	57	67
Wrong	17	26	21
A little wrong	5	10	7
Not at all wrong	3	7	5

*Question HS/MS Z.10.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.11**

***How wrong do your friends feel it would be for you to smoke marijuana?***

	Grade		Total %
	9th %	11th %	
Very wrong	69	40	56
Wrong	15	19	17
A little wrong	8	18	12
Not at all wrong	7	23	14

*Question HS/MS Z.11.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table AZ.2.12*****How wrong do your friends feel it would be for you to use prescription drugs not prescribed to you?***

	Grade		Total %
	9th %	11th %	
Very wrong	78	60	70
Wrong	16	22	18
A little wrong	4	12	8
Not at all wrong	3	6	4

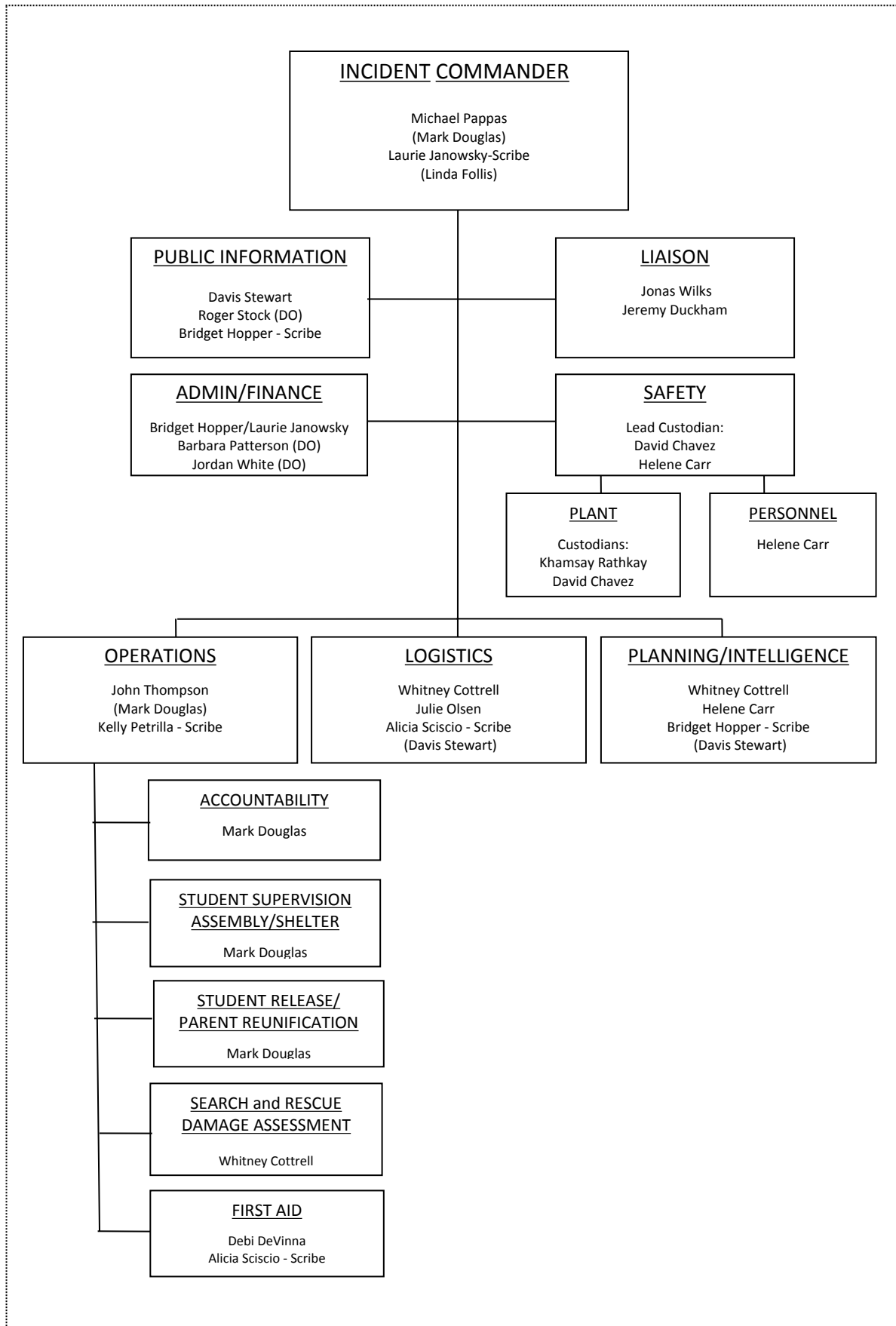
*Question HS/MS Z.12.**Note: Columns are not displayed if there are less than 10 respondents.*

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## INCIDENT MANAGEMENT TEAM - FLOWCHART





**ROCKLIN HIGH SCHOOL**  
**INCIDENT MANAGEMENT TEAM**

**1. INCIDENT COMMANDER**

Assistant Principal .....Michael Pappas (Lead)  
Assistant Principal .....Mark Douglas (Backup)  
Assistant Principal's Secretary.....Laurie Janowsky (Scribe)  
Counseling Secretary.....Linda Follis (Backup)

**2. OPERATIONS**

Activities Director .....John Thompson (Lead)  
Assistant Principal .....Mark Douglas  
Assistant Principal .....Whitney Cottrell (Backup)  
Athletic Director Secretary.....Kelly Petrilla (Scribe)

**A. Accountability Team**

Assistant Principal.....Mark Douglas  
Registrar .....Julie Olsen  
Attendance Clerk.....Donna Taylor  
Attendance Clerk.....Marna Pruett

**B. Student Supervision/Assembly/Shelter Team**

Assistant Principal.....Mark Douglas  
Counselor.....Tim Wirth (Voice of Reason)  
Discipline Technician .....Paul Reynoso  
Discipline Technician .....Karen Cox

**C. Student Release/Parent Reunification Team**

Assistant Principal.....Mark Douglas  
Attendance Clerk.....Donna Taylor  
Attendance Clerk.....Marna Pruett  
Registrar .....Julie Olsen  
Receptionist.....Lori Stromar  
Counselor.....Lissa Morgan  
Counseling Secretary .....Linda Follis  
Career Technician .....Amber Tillery

*\*\* Other Staff as Needed*

**D. Search and Rescue/Damage Assessment Team**

Assistant Principal.....Whitney Cottrell  
Athletic Director .....Ryan Spears  
Lead Custodian .....David Chavez  
Custodian.....Khamsay Rathkay  
*Damage/Security Assessment Team Members*

**E. First Aid Team**

Athletic Trainer .....Debi DeVinna (Lead)  
School Nurse.....Emily Ford  
Health Aide .....Melissa Anderson  
Bookkeeper .....Alicia Sciscio (Scribe)  
*Trained Staff Members*

### 3. PLANNING/INTELLIGENCE

Assistant Principal .....Whitney Cottrell (Lead)  
Principal.....Davis Stewart (Backup)  
Head Counselor .....Helene Carr  
Assistant Principal .....Michael Pappas  
Assistant Principal .....Mark Douglas  
Principal's Secretary .....Bridget Hopper (Scribe)

### 4. LOGISTICS

Assistant Principal .....Whitney Cottrell (Lead)  
Principal.....Davis Stewart (Backup)  
Registrar .....Julie Olsen  
Bookkeeper .....Alicia Sciscio (Scribe)  
Librarian .....Michelle Linder  
School Resource Officer... .....Jonas Wilks  
Food Services Supervisor.....Juanita Fahnestock (District Office)  
Food Service .....Chrissy Thurman (Rocklin High School)

### 5. ADMINISTRATION/FINANCE

Principal's Secretary .....Bridget Hopper  
Assistant Principal's Secretary.....Laurie Janowsky  
Deputy Superintendent-Business & Ops .....Barbara Patterson (District Office)  
Coordinator-State & Federal Programs .....Jordan White (District Office)

### 6. PUBLIC INFORMATION

Principal.....Davis Stewart (Lead)  
Superintendent.....Roger Stock (District Office)  
Principal's Secretary .....Bridget Hopper (Scribe)  
School Resource Officer.....Jonas Wilks (Rocklin Police Department)  
Police Officer .....Jeremy Duckham (Rocklin Police Department)

### 7. SAFETY (PLANT)

Lead Custodian .....David Chavez (Physical Plant)  
Day Custodian .....Khamsay Rathkay (Physical Plant)  
Head Counselor .....Helene Carr (Personnel)  
Counselor.....Lissa Morgan (Peer Counselor)

### 7. SAFETY (PERSONNEL)

Head Counselor .....Helene Carr (Personnel)  
Counselor .....Lissa Morgan (Peer Counselor)

### 8. LIAISON

School Resource Officer.....Jonas Wilks  
Police Officer .....Jeremy Duckham  
Counselor .....Lissa Morgan  
Counseling Secretary.....Linda Follis  
Psychologists .....Jonathan Titley and Jacqueline Hale (Liaison)

## **INCIDENT MANAGEMENT TEAM OVERVIEW**

### **INCIDENT COMMANDERS**

- Overall command of situation
- Set objectives/direct action plans
- Document

### **OPERATIONS**

- Accountability
- Student assembly/shelter
- Student release
- Security
- Search and rescue
- First Aid
- Document

### **PLANNING/INTELLIGENCE**

- Information gathering
- Medium/long range planning related to ongoing incident and school recovery
- Arrange for recovery/aftermath resources
- Document

### **LOGISTICS**

- Establish communications (students, staff, etc.)
- Transportation
- Food, water, supplies, services

### **MEDICAL/FIRST AID**

- Establish/provide emergency first aid treatment
- Document all treatment provided

### **ADMINISTRATION/FINANCE**

- Maintain records, prepare incident report
- District coordination regarding financial needs

### **PUBLIC INFORMATION**

- Control dissemination of information to public, media, etc.
- Coordinate with district office, fire and police public information officers

### **SAFETY**

- Emergency shut downs
- Security (establish perimeter, etc.)
- Assess damage
- Meet needs of Incident Management Team and responders

### **LIAISON**

- Coordination of community resources

## **INCIDENT MANAGEMENT TEAM ROLES**

### **1. INCIDENT COMMANDERS**

LEADERS: Assistant Principal, Michael Pappas  
Assistant Principal, Mark Douglas

TEAM: Assistant Principal's Secretary, Laurie Janowsky (Scribe)  
Counseling Secretary, Linda Follis (Backup)

#### **A. DUTIES**

1. Assume command.
2. Classify level of threat by matching situation facts to threat criteria.
3. Take protective action to stabilize the scene.
4. Establish a unified command structure with responding agencies, if necessary.
5. Set specific objectives and direct that incident action plans be developed.
6. Set objectives and approve plans for returning to normal operations.

#### **B. PERSONNEL**

1. Assistant Principal(s): Incident Commander/Assistant Incident Commander
2. Assistant Principal's Secretary
3. Counseling Secretary

#### **C. TRAINING**

1. Get updated on new procedures.
2. Coordinate with SEMS system.

#### **D. EQUIPMENT**

On an as-needed basis

#### **E. PROCEDURES**

1. Verify information.
2. Take initial action to stabilize situation/incident scene.
3. Call the school Incident Management Team together.
  - a. Review facts of situation with team. Determine what information will be shared.  
Determine how the information will be shared. Enact staff phone tree, if appropriate.
  - b. Implement Incident Management Plan #1, #2 or #3.
  - c. Determine if additional support is needed. Activate district level team if appropriate.
4. Select and establish an appropriate command post.
5. Brief all command post personnel on incident action plans.
6. Contact your own family to assess their safety and advise them of your situation.
7. Continually review and update incident action plans with the Incident Management Team.
8. Approve all incident information released to the news media.
9. Conduct an evaluation of the Incident Management Plan and the effectiveness of implementation when things settle down.
10. Attend annual updating of Incident Management Plan and inventory emergency supplies.
11. Conduct school staff training on an annual basis.

## 2. OPERATIONS

LEADERS: Activities Director, John Thompson  
Assistant Principal, Mark Douglas (Backup)

TEAM: Athletic Director Secretary, Kelly Petrilla (Scribe)

### A. DUTIES

1. Oversee/manage the five Operations Teams:
  - Accountability
  - Student Supervision/Assembly/Shelter
  - Student Release/Parent Reunification
  - Search and Rescue/Damage Assessment
  - Medical/First Aid
2. Coordinate with Logistics Team.
3. Each Team Lead reports to Operations Leaders.

### B. PERSONNEL

All teaching personnel not assigned other specific emergency duties.

### C. TRAINING

School evacuation plan

### D. EQUIPMENT

1. Student Account Sheets
2. Student Emergency Cards
3. Bullhorn (from P.E.) or Minivox (one in Activities Office/one in the Main Office)
4. First Aid carts
5. First Aid bags

### E. PROCEDURES

*See specific procedures listed for each of the five Operations Teams (Pages 10-16).*

## **2A. Accountability Team**

LEADER: Assistant Principal, Mark Douglas

TEAM: Registrar, Julie Olsen  
Attendance Clerk, Donna Taylor  
Attendance Clerk, Marna Pruett

### **A. DUTIES**

1. Account for all students and locate students for Student Release/Parent Reunification Team.
2. Account for all staff members.
3. Determine who is missing or unaccounted for; report to Operations Leader.

### **B. PERSONNEL**

1. All classroom teachers.
2. All classroom aides.

### **C. TRAINING**

School Evacuation Plan

### **D. EQUIPMENT**

1. Roll Sheet and Student Account Sheets
2. Evacuation Packets
3. Bullhorn (from P.E.) or Minivox (one in Activities Office/one in the Main Office)

### **E. PROCEDURES**

1. Take roll at Stage 1 Evacuation Sites.
2. Collect Student Account Sheets at Stage 2 Evacuation Entry.
3. Take roll at Stage 2 Evacuation Sites. Collect Student Account Sheets.
4. Create a list of absent students.
5. Create a list of students who are missing with the best known information on each student.
6. Locate and help students get to the student release point.
7. Update roll as students leave evacuation area via the student release point.
8. Keep students in class groups in evacuation area.

## **2B. Student Supervision/Assembly/Shelter Team**

LEADER: Assistant Principal, Mark Douglas

TEAM: Counselor, Tim Wirth (Rocklin High School Staff)  
Discipline Technician, Paul Reynoso  
Discipline Technician, Karen Cox

### **A. DUTIES**

1. Responsible for setting up Evacuation Site.
2. Coordinate the supervision of students until release.
3. Work closely with Student Release/Parent Reunification Team.

### **B. PERSONNEL**

School Discipline Technicians, Campus Monitors, and other designated personnel.

### **C. TRAINING**

Student release procedures.

### **D. EQUIPMENT**

1. Student Accountability Sheets
2. Bullhorn (from P.E.) or Minivox (one in Activities Office/one in the Main Office)
3. Table, pens, pencils, paper

### **E. PROCEDURES**

1. Coordinate with Incident Commander to establish Stage 2 Evacuation Plan.
2. Collect roll/Student Account Sheets at Stage 2 Evacuation Entry.
3. Take roll and collect Stage 2 Evacuation Student Account Sheets.
4. Take over supervision of students in classes whose teachers have other emergencies.
5. Keep students in class groups in Evacuation Area.
6. Establish public address/communication system.
7. Coordinate with Student Release/Parent Reunification Team.

## **2C. Student Release/Parent Reunification Team**

LEADER: Assistant Principal, Mark Douglas

TEAM: Attendance Clerk, Donna Taylor  
Attendance Clerk, Marna Pruett  
Registrar, Julie Olsen  
Receptionist, Lori Stromar (remains in Main Office as contact)  
Counselor, Lissa Morgan  
Counseling Secretary, Linda Follis  
Career Technician, Amber Tillery

### **A. DUTIES**

1. Set up a parent center and parent communication.
2. Coordinate with Accountability Team and Student Supervision/Assembly/Shelter Team.
3. Document person picking up each student.
4. Have interpreters available.

### **B. PERSONNEL**

School Attendance Clerks and other designated personnel.

### **C. TRAINING**

Student release procedures.

### **D. EQUIPMENT**

1. Student Emergency Cards
2. Table, pens, pencils, paper

### **E. PROCEDURES**

1. Determine parent communication message and school receptionist will implement.
2. Establish student release point (gym lobby or stadium entry) and notify Incident Management Team.
3. Establish parent reunification point (either cafeteria or gym lobby).
4. Interview people requesting release of student and verify authorization with personal identification.
5. Direct Student Supervision/Assembly/Shelter Team Member to locate and bring student requested. Student aides may be used to transfer information.
6. If student is uninjured and is willing to go with the adult, note disposition of release on Student Emergency Card.
7. Update roll as students leave evacuation area via the student release point.
8. Inform Student Supervision/Assembly/Shelter Team Member of student release and disposition.



RECEPTIONIST SCRIPT:

**Leave a message on the phone: "If you are hearing this message we are with running a school-wide drill or responding to a current incident. If you have an urgent need, please call the Rocklin Unified School District Office at 916-624-2428."**

## 2D. Search and Rescue/Damage Assessment Team

LEADER: Assistant Principal, Whitney Cottrell

TEAM: Athletic Director, Ryan Spears  
Lead Custodian, David Chavez  
Custodian, Khamsay Rathkay

### ***Damage/Security Team Members (listed as follows):***

TEAM A Search Buildings: A—Gymnasium  
\*Steve Taylor and \*Dave Muscarella

TEAM B Search Buildings: B--Music  
Cinny Toepke and \*Tom Douglass

TEAM C Search Buildings: C--Consumer Science and N--Library  
\*Craig Kaylor and \*Frank Shields

TEAM D Search Buildings: D--Cafeteria and E--Administration  
\*Paul Reynoso and Chrissy Thurman

TEAM F Search Buildings: F and G--Science  
\*Matt Eckman and \*Greg Marjama

TEAM R-1 Search Buildings: R 1-10  
\*Cristi Tanner and \*Dan Pereira

TEAM R-2 Search Buildings: R 11-20  
\*Matt Bumgardner and \*Tim Hurrianko

TEAM R-3 Search Buildings: R 21-30  
\*Stephanie Arino and \*Scott Shier

TEAM J Search Buildings: J--English and H--Computer Science  
Jeff James and \*Paul Werner

TEAM K Search Buildings: K--Math and L--Social Science  
\*John Kirk and \*April Kenitzer

TEAM M Search Buildings: M--Technology Center  
\*Greg Benzel and \*Dale Eckenburg

TEAM V Search Buildings: V Annex  
\*Paul Morrison and \*Geoff Clarion

\* CPR/First Aid Trained

A. DUTIES

1. Search all facilities for injured or trapped personnel to ensure complete evacuation. Perform fire suppression and life saving first aid when needed.

B. PERSONNEL

1. Custodial and teaching personnel trained and physically capable to perform light rescue and other duties listed above.

C. TRAINING

1. Standard First Aid-American Red Cross
2. Cardio-Pulmonary Resuscitation (CPR)-American Red Cross
3. Fire Extinguisher Usage--(Fire Department or Fire Extinguisher Service Company can supply)
4. Familiarization with assigned facility

D. EQUIPMENT

1. Fire Extinguishers
2. First Aid Kit
3. Flashlights, (9)
4. Axe or Crowbars, (2)
5. Walkie-talkies, (9)
6. Leather gloves, (18 pair)
7. Blankets, (18)

E. PROCEDURES

1. Complete roll/Student Account Sheets (including the last known location of missing students).
2. Report to Incident Management Team to form Search and Rescue/Damage Assessment Teams.
3. Inspect all classrooms per assigned route followed by administration, etc.
4. Perform light rescue, fire suppression, and life saving first aid techniques as needed.
5. Summon Medical/First Aid Team and additional help as needed or call for Search and Rescue/Damage Assessment Teams.
6. Note general damage to structures.
7. Upon completion of search, report areas where damage was observed to Team Leader.

**NOTE: SEARCH TEAMS SHOULD NOT BE DELAYED BY ANY PARTICULAR VICTIM OR PROBLEM, BUT THEY SHOULD HAVE OTHER PERSONNEL TAKE CHARGE AS SOON AS POSSIBLE SO THAT THEY CAN CONTINUE THEIR SEARCH OF ENTIRE GROUNDS.**

## 2E. Medical/First Aid Team

LEADER: Athletic Trainer, Debi DeVinna

TEAM: School Nurse, Melissa Locketz  
Nurse's Aide, Melissa Anderson  
Bookkeeper, Alicia Sciscio (Scribe)

### A. DUTIES

1. Triage (evaluates and sorts all victims suffering injuries)
2. Establish first aid treatment area.
3. Provide emergency first aid.
4. Communicate first aid needs to Incident Management Team.
5. Document all first aid treatment administered.

### B. PERSONNEL

1. School nurse (if available) and health aide(s).
2. Trained school personnel (could include aides) including one person for record keeping.

### C. TRAINING

1. Standard First Aid-American Red Cross
2. Cardio-Pulmonary Resuscitation (CPR)-American Red Cross
3. Simple Triage and Rapid Transport (START)

### D. EQUIPMENT

1. Litters
2. Triage tags
3. First Aid Kit
4. Blankets
5. Flashlight
6. Student Injury Forms, clipboard, pens, pencils

### E. PROCEDURES

1. After taking roll, report missing students and last known locations to Incident Management Team and report to Medical/First Aid Team.
2. Establish first aid treatment area and notify Incident Management Team.
3. Transfer all student medical cards to first aid treatment area.
4. Check emergency supply storage to evaluate survival status.
5. Move supplies to safe area if necessary or possible
6. Issue emergency supplies to Medical/First Aid Team as needed.
7. In conjunction with Incident Management Team, determine availability of emergency medical services (as responders to the scene and hospital capability)."Is someone coming here, do we take them there, how do we take them?"
8. Using START system and Triage Tags, sort patients as to immediate, delayed, ambulatory, or deceased.
9. Record keeper follows and fills out student injury forms as to major injuries, if transported and where, etc. These are updated throughout emergency.
10. Treat immediate category patients and prepare for transport.
11. When outside emergency responders arrive, they must be fully briefed as to injury status.
12. Establish a morgue area if needed.
  - a. Major concerns are identification and preservation of the body and documentation as to the cause of death.
  - b. If the emergency is short term, bodies should be covered and undisturbed.
  - c. If emergency is long term, bodies should be covered and located in cool area away from surviving victims.
13. Assist in communicating medical updates from the school site or hospital to parents.

### 3. PLANNING/INTELLIGENCE

LEADER: Assistant Principal, Whitney Cottrell  
Principal, Davis Stewart (Backup)

TEAM: Head Counselor, Helene Carr  
Assistant Principal, Michael Pappas  
Assistant Principal, Mark Douglas  
Principal's Secretary, Bridget Hopper (Scribe)

#### A. DUTIES

1. Assist with medium/long range planning related to the ongoing incident and school recovery issues.
2. Recovery/aftermath: help arrange for resources.

#### B. PERSONNEL

1. Administration
2. Incident Management Team Leaders

#### C. TRAINING

1. District emergency procedures
2. Incident Management Team training

#### D. EQUIPMENT

As needed

#### E. PROCEDURES

1. Gather information.
2. Assist in workload of Operation's Teams.
3. Assist with planning/reacting to changes during incident.
4. Arrange for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/services.
5. Facilitate long range planning related to ongoing incident and school recovery/aftermath issues.

#### **4. LOGISTICS**

LEADER: Assistant Principal, Whitney Cottrell

TEAM: Principal, Davis Stewart (Backup)  
Registrar, Julie Olsen  
Bookkeeper, Alicia Sciscio (Scribe)  
Librarian, Michelle Linder  
School Resource Officer, Jonas Wilks  
Food Services Supervisor, Juanita Fahnestock (District Office)  
Food Services, Chrissy Thurman (Rocklin High School)

##### **A. DUTIES**

1. Establish and maintain communication system.
2. Provide transportation, supplies, food, water, and sanitation services during the emergency.
3. Obtain any needed resource, including people.

##### **B. PERSONNEL**

Personnel as needed

##### **C. TRAINING**

1. District emergency procedures.
2. Incident Management Team training.
3. Public Announcement Systems (PA) on campus.
4. Radio locations.

##### **D. EQUIPMENT**

1. Campus radios (security, custodial).
2. Campus Announcement System (PA) - gym, campus, stadium.

##### **E. PROCEDURES**

1. Communications Team responsible for communication between students, management, staff, and parents (Davis Stewart).
  - a. Obtain all available campus radios and transport to Stage 2 evacuation location.
  - b. Set-up any necessary public address systems to maintain communication with staff and student body.
2. Transportation Team arranges for buses, supervises loading, and moving of buses (Davis Stewart).
3. Food Services Team provides needed items (Fahnestock/Wright). Coordinates the ordering of supplies from off-campus with Incident Management Team.
4. Lead Custodian (David Chavez) should establish field latrines (male and female) as needed.
5. Upon request of Incident Management Team, the Food Services Supervisor (Juanita Fahnestock) establishes schedule and method of food preparation.
6. Food Services Supervisor sets-up field kitchen (if needed) for extended emergencies.

## 5. ADMINISTRATION/FINANCE

TEAM: Principal's Secretary, Bridget Hopper  
Assistant Principal's Secretary, Laurie Janowsky  
Deputy Superintendent-Business & Operations, Barbara Patterson (District Office)  
Coordinator-State & Federal Programs, Jordan White (District Office)

### A. DUTIES

1. Collect data, scribe records, expenses, etc. during or after the incident.
2. Main official record of the event, prepare Incident Report.
3. District coordination regarding financial needs.

### B. PERSONNEL

1. School Site/District Office personnel as assigned.

### C. TRAINING

1. District emergency procedures.
2. Incident Management Team training.

### D. EQUIPMENT

1. District emergency records and plans.

### E. PROCEDURES

1. Meet regularly with sites to plan/update
2. Annual training.

## 6. PUBLIC INFORMATION

LEADER: Principal, Davis Stewart

TEAM: Principal's Secretary, Bridget Hopper (Scribe)  
Superintendent, Roger Stock  
School Resource Officer, Jonas Wilks (Rocklin Police Department)  
Police Officer, Jeremy Duckham (Rocklin Police Department)

### A. DUTIES

1. Communicate with Incident Coordinator to know ongoing details of situation.
2. Relay information to staff.
3. Establish and maintain communications with District Office Incident Management Team with two-way radios, cell phones, or through bus radio systems.
4. Communicate with parents/media.
5. Cover phones for emergency contacts.

### B. PERSONNEL

1. Principal
2. Support staff as assigned

### C. TRAINING

1. School Incident Management Plan
2. School phone system, including outgoing message
3. School web page

### D. EQUIPMENT

1. Minivox or Public Announcement System
2. Podium (from Gym Lobby)
3. School phones
4. Computer network/web page

### E. PROCEDURES

1. With Incident Commander, verify information through law enforcement, family, and other resources.
2. Public Information Officer, Davis Stewart (Principal), establishes and maintains communications with District, either with portable radios or through bus radio systems.
3. Work with District Public Information Officer, Diana Capra to relay information.
4. Determine need for establishing Public Information Center.
5. Prepare for media inquiries.
6. Contact victim(s) family, if appropriate.
7. Coordinate with the Counseling Staff any written communication to be sent home to students or parents. Determine if the use of school or district website is appropriate.
8. If necessary, coordinate parent meetings with Counseling Staff.
9. Communicate with parents and media regularly throughout crisis and aftermath.
10. Set up central phone line/center in Small Conference Room to route incoming calls.
11. Coordinate with Public Information Officer from responding agencies.



## 7. SAFETY (PLANT)

LEADERS:     Lead Custodian (Physical Plant), David Chavez  
                  Day Custodian (Physical Plant), Khamsay Rathkay

TEAM:	Stephanie Arino	Dan Frank	John Kirk	Scott Shier
	Greg Benzel	Abby Huber	Greg Marjama	Cristi Tanner
	Matt Bumgardner	Tim Hurrianko	Paul Morrison	Steve Taylor
	Geoffrey Clarion	Jeff James	Dave Muscarella	Chrissy Thurman
	Tom Douglass	Craig Kaylor	Paul Reynoso	Cinny Toepke
	Dale Eckenburg	April Kenitzer	Frank Shields	Paul Werner

### A. DUTIES

1. Shut-off all utilities to prevent fires, explosion, injury, or damage.
2. Secure campus to prevent unauthorized entry into or exit from school.
3. Document the nature and extent of damage to facilities.

### B. PERSONNEL

Custodians, Search and Rescue/Damage Assessment Teams, and teaching personnel trained in duties listed above.

### C. TRAINING

- Must know when, how, and where to shut-off utilities.
- Must know all access points to campus and know how to secure them.

### D. EQUIPMENT

1. Complete set of campus keys
2. Tools required shut-off utilities
3. Notepad and pencil
4. School map with key points indicated
5. Flashlight
6. Hard hat

### E. PROCEDURES

1. If assigned to a class, after taking roll, proceed to Incident Management Team to report missing personnel and last known location, then form teams
2. If needed:
  - a. Shut-off gas main
  - b. Shut-off electric
  - c. Shut-off water
3. If needed, double check location of student release point with Incident Management Team (stadium or library)
4. Lock all outside access gates or doors
5. Station personnel as needed to refer people to the student release points
6. Set-up central reporting point to debrief search teams (probably with Incident Management Team).
7. Debrief search teams
8. Go to areas most susceptible to damage
9. Record all damage to buildings including ability to reoccupy, utility status, damage to contents, etc.
10. Report regularly to Incident Management Team.

## **7. SAFETY (PERSONNEL)**

LEADERS: Head Counselor, Helene Carr (Personnel)  
Counselor, Lissa Morgan (Peer Counselor)

### **A. DUTIES**

1. Responsible for the physical and emotional needs of the responders.
2. Monitors responders to prevent unsafe actions.
3. Roams and ensures people have breaks if needed.
4. May work closely with mental health crisis team.

### **B. PERSONNEL**

Counselors, psychologists, administrators or support personnel as assigned.

### **C. TRAINING**

1. District emergency procedures
2. Incident Management Team training

### **D. EQUIPMENT**

As needed

### **E. PROCEDURES**

1. Find out which teachers would like assistance with classroom notification.
2. Provide copies of follow-up activities for use in the classroom (see Counseling Staff).
3. Check in with each staff member regularly to assess his/her needs.
4. Call in any adults to substitute for teachers needing relief (see Information Management System role).

## **8. LIAISON TEAM**

**LEADERS:** School Resource Officers, Jonas Wilks  
Police Officer, Jeremy Duckham

**TEAM:** Counselor, Lissa Morgan  
Counseling Secretary, Linda Follis  
Psychologist, To be Determined

### **A. DUTIES**

1. Creates a communication link between the school's Incident Commander and the Fire and Police Incident Commanders if a unified command is not established. Serves as connecting point for personnel from responding agencies.
2. May provide general information to the other agency Incident Commanders but does not make command decisions.
3. Is the contact/communication link for the District Office or other community agencies.

### **B. PERSONNEL**

1. Teaching, resource, or custodial personnel (bus drivers might be needed for communications)

### **C. TRAINING**

1. Familiar with location of all emergency supplies and which ones are available through the district.
2. Campus access areas to secure.
3. Shut-offs.

### **D. EQUIPMENT**

As needed

### **E. PROCEDURES**

1. Contact community agencies to enlist their support.
2. Obtain a list of all community agency personnel who will be on site.
3. Educate agency personnel as to sign-in procedures, documentation requirements, crisis intervention room location or any other pertinent information.
4. Keep ongoing records of all community agency involvement on site.
5. Update Incident Commander and other team members as necessary.

# INCIDENT MANAGEMENT PLAN #1

## “LOCK THEM IN” (Shelter in Place)

1. An administrator will give an announcement over the intercom system or will sound a designated secret code to alert staff.

**Black Phones:** *Class Intercom*  
\* # 0 (inside and outside)  
\* # 1 (outside only) (for paging)  
\* # 2 (inside only)

### **\*\* (Up-front message)**

**“Attention staff and students. We have an urgent situation on campus. Please lock your doors, secure your classrooms, and keep students inside. Any students outside on campus need to go to the office immediately. Please wait patiently. (Insert any further instructions here.) We will come back on the intercom with further information.”**

### **\*\* (Softer message)**

**“Attention all staff members, please check your doors to make sure they are locked. Do not release any students. Please wait patiently for further information.”**

### **\*\* (Secret message)**

**“Mr. Frank Mulholland please return to the front office immediately. Mr. Frank Mulholland please return to the front office immediately.”**

2. Immediately after either of these messages are given, please take the following steps:
  - Lock doors, pull down shades (if appropriate) and move students away from outside windows
  - Fill out “Lockdown Electronic Green/Red Card”
    - Indicate Green – All students accounted for and safe
    - Indicate Red – Student(s) missing and/or additional students gained
  - Check “REMIND” notifications for further instructions from Administrative Team

# INCIDENT MANAGEMENT PLAN #2

## “GET THEM OUT” (Evacuation)

### STAGE 1 EVACUATION

- Directions to staff:
  - Evacuate to appropriate location for current instructional block assignment.  
Break – Go back to first block class (1<sup>st</sup> or 2<sup>nd</sup> period)  
Lunch – Go to 3<sup>rd</sup> block class (5<sup>th</sup> or 6<sup>th</sup> period)
  - Leave unconscious or trapped student(s) behind.
  - Keep an accurate record of who is left in your room.
  - Take roll book and Evacuation Packet with you.
  - Hang red/green tag on door as you leave.
  - Leave door locked. Students take personal items with them.
  - Get to location, take roll.
  - Report to Administration.
  - Support students until further information provided.
- Classroom Evacuation Plan—sound “total evacuation” signal bell, ring bell from panel in front office.
  - Map of routes into parking lots, etc. Map located on classroom walls by door.
  - Evacuation Map identifying location by classroom number around outside of campus.
  - Return to class: Administration communicates “All clear” along the evacuation line.

### STAGE 2 EVACUATION

- Evacuation to Rocklin High Stadium (Site 2A):
  - Go to stadium in order.
  - Turn in Account Sheets at stadium gate.
  - Stand with class in designated area.
  - Take roll.
  - Turn in “record” sheet to staff-member collector.
  - Incident Management Team members report to Headquarters Table in the stadium.
- Secondary evacuation sites:
  - 2B – Victory High School Field
  - 2C – Rocklin High School Gym

## **BUILDING EVACUATION PROCEDURES**

### **TAKE YOUR ROLL BOOK OR CLASS LIST WITH YOU**

Make sure you have an accurate, up-to-date record of the students in each of your classes. Take this out with you, including the current period attendance. Keep an accurate record of who is left in your room—leave unconscious/trapped student(s) behind.

### **TAKE CLASSROOM EVACUATION PACKET WITH YOU**

Hang red/green tag on the door as you leave to indicate whether room is clear or if there still is an injured/trapped student in the room.

### **LEAVE DOOR LOCKED**

Please refer to the campus map to identify the route for you to escort your students to your designated area in the event of an emergency. If your route is blocked, escort your class to the designated area by the safest visible route.

### **STAGE 1 EVACUATION**

When you arrive at your designated area, take role and note any student who was in your classroom that period and should currently be with you but is not. Record on blue “Student Account Sheet”. Keep your students together as a class and supervise them making sure that they do not wander into or block emergency access routes.

Buildings: A, B, C, and M1-M3, M6 & M7  
Outdoor Basketball Courts

Buildings: G, H, J, N, R1-R22  
Staff Parking Lot

Buildings: D, E, and F  
Administration Parking Lot

Buildings: K, L, M, R23-R30, M4 & M5  
Varsity Softball Field

Building: V (All Classrooms)  
Annex Parking Lot @ V Buildings

### **BUDDY SYSTEM**

Since several staff members are assigned to Search and Rescue/Damage Assessment Teams and will therefore need to leave their students, it is necessary to pair all teachers in a manner that allows for ongoing supervision of all students. In addition, this will take care of situations in which a teacher is not able to accompany their students in an evacuation or in the event of needing to assist substitute teachers.

### **STAGE 2 EVACUATION** *this only discusses Stage A and NOT B or C*

If it is necessary to remain out of classrooms for an extended period of time, all staff and students will be moved to the stadium. Teachers are to escort their students as a class to their designated area in the stadium where you will again need to take role in order to assure that we have an accurate record of those students on campus.

- Buildings: A, B, C, M1-M3, and M6 & M7 enter stadium at rear entrance
- Buildings: D, E, F, G, H, J, N, R1-R22, and V will enter stadium at main entrance
- Buildings: K, L, R23-R30, and M4 & M5 enter stadium via softball field gate near visitor’s side

Continue to supervise the students. A staff member will collect the student account sheets and report missing students to the Command Center located near the stadium entrance. Teachers assigned to teams: 1) account for students, 2) turn your class and white account sheet over to the teacher on either side of you, and 3) report to the Command Center. Teachers not assigned to teams are to remain with the students in a supervisory capacity.

# INCIDENT MANAGEMENT PLAN #3

## “BRING THEM BACK” (Aftermath)

### **LEADER:**

Assistant Principal, Michael Pappas

School Resource Officer, Jonas Wilks (Backup)

1. Verify information.
2. Call the school crisis team together/enact phone tree:
  - a. Review facts and determine what information is to be shared and determine how the information is to be shared.
  - b. Identify necessary resources and designate team members to call.
  - c. Determine if additional support is needed.
3. Contact your own family to assess their safety and advise them of your situation.
4. Conduct staff debriefing meeting (consult with Counseling Staff).
5. Conduct an evaluation of the Crisis Response Plan when things settle down.
6. Discuss follow-up plans with team members.

### **ADMINISTRATOR:**

Principal, Davis Stewart

Assistant Principal, Mark Douglas

Assistant Principal, Whitney Cottrell

1. Determine whether or not to activate the District-Level team (Marty Flowers) or to activate the site-level team only.
2. Contact Crisis Team Leaders.
3. With Team Leader, verify information through law enforcement, family, and other resources.
4. Prepare for media inquiries.
5. Contact victim(s) family, if appropriate.
6. Coordinate with the Counseling Staff any written communication to be sent home to students or parents.
7. Oversee Attendance Clerks with student accountability system. Communicate information with parents and District Office.
8. Contact your family to assess their safety and inform them of your situation.
9. If necessary, coordinate parent meetings with Counseling Staff.

### **STAFF LIAISON:**

Principal, Davis Stewart

Principal's Secretary, Bridget Hopper

1. Inform staff of situation.
2. Find out which teachers would like assistance with classroom notification.
3. Provide copies of follow-up activities for use in the classroom (see Counseling Staff).
4. Check in with each staff member regularly to assess his/her needs.
5. Contact your own family to assess their safety and advise them of your situation.
6. Call in any adults to substitute for teachers needing relief (see Crisis Team Member role).

**COMMUNITY LIAISON:**

School Resource Officer, Jonas Wilks

Counseling Secretary, Linda Follis

1. Contact community agencies to enlist their support.
2. Obtain a list of all community agency personnel who will be on site.
3. Update other team members as necessary.

**STUDENT LIAISON:**

Peer Counselors

1. After being called by counselors, meet at designated place.
2. Provide counseling to students (group or individual).
3. Have a designated Peer Counselor talk to the students and clear any misunderstandings and rumors.
4. Be flexible and willing to respond to directions by Adult Crisis Team Members.
5. Assist in the planning of a remembrance/gathering if the crisis results in the death of student or staff member.
6. Be prepared to go to another school, if a crisis should occur there.
7. Follow-up and debrief situation.

**NURSE/NURSE ASSISTANT:**

School Nurse, Emily Ford

Health Aide, Melissa Anderson

1. Assist in communicating medical updates from the school site or hospital to parents.
2. Assist in handling incoming phone calls if a non-medical emergency.
3. Be available for crisis counseling.

**COUNSELORS/PSYCHOLOGISTS:**

Counselor, Helene Carr

Counselor, Lissa Morgan

Counselor, Tim Wirth

Counselor, Kelly Harris

Psychologists, Jacqueline Hale / Jonathan Titley

1. Alert Peer Counselors, if appropriate.
2. Assist Staff Liaison with staff debriefing meeting, as appropriate.
3. Assist teacher with class discussions regarding the crisis at the teacher's request.
4. Assist with staffing the crisis intervention room for students and staff.
5. Distribute handouts to staff and parents regarding grief, as appropriate.
6. In cooperation with the community liaison, call appropriate community agencies.

**TEAM MEMBERS:**

1. Assist with staffing the crisis intervention room for students and staff.
2. Assist with teacher's duties if they need relief.
3. Be flexible and willing to take on tasks as assigned (i.e. crowd control, attendance sign in/out, phone calls etc.)
4. Assist in debriefing process and planning for follow-up.



## **PARENTS**

Parents need to know about school plans so they can cooperate. The Student Emergency Cards are filled out each year can be used as a way to convey information and stress the importance of planning at home. Parents need to know:

1. The Retention Policy
2. Evacuation Locations
3. Procedures for Reuniting Parents and Students
4. Training programs available through the school if parents are invited.
5. Special School Needs

If parents hold first-aid cards, they may help do the training. Parents may offer to report to the school after an emergency to help; they may offer to store supplies if they live nearby. They may also cooperate with neighbors to reduce the number of parents picking up their children. These arrangements need to be predetermined.

## **STUDENT EMERGENCY CARDS**

The Student Emergency Card should be analyzed for information about where parents are during the day, how far they live, and other special circumstances. This helps the school identify problems. The Student Emergency Cards should be kept in the attendance office and taken out in an evacuation. Parents may want to name alternates to pick up their children who live very near the school.

## **HOME PLANNING**

Parents need to know that telephones will be out and that their children will be kept at school. They also need to be encouraged to develop home plans. They should consider:

1. Who is responsible for their children after school hours, especially if their children are home alone?
2. What will happen to the children at school if they have not been picked up?
3. What parents can do at home and in the community to prepare?

## **COMMUNITY PARTNERSHIPS**

Most earthquake emergency officials say that communities will be on their own for 72 hours after an earthquake. Residents will be excellent allies. They can help in the following ways:

1. Assistance with procedures: They can report to the school to assist with parents who arrive to pick their children up. This takes some prior training.
2. Supply Storage: If a school wishes to store supplies, neighbors can help by using recreational vehicles and garages to store.
3. Shelter: Neighbors can help care for children (with parental agreement) and shelter children until their parents reach them. This means prior planning and agreements among residents.
4. Special Skills: They can offer their special skills to help at school after a disaster: radio operators, first-aid, damage assessment.

Many people without school-age children would be willing to help the school after a disaster. The PTA reaches families with children in the schools, but neighbors to the schools may also receive information from schools and participate in preparedness programs. Since some schools will become shelters, the community will be involved. It is important for parents and neighbors to receive training so they know what to do. People who just turn up may cause confusion.

“Guidelines for School Earthquake Safety Planning.” Southern California Earthquake Preparedness



## **DISASTER BAG**

### **CENTER SECTION OF BAG:**

- 2 **Gloves** Latex-free boxes, 100-count (1) Size Large and (1) Size Medium
- 4 **Respiratory masks**
- 8 **Ice Packs** (Instant)
- 1 **Triage Bandages** (sling) bag, 20-count
- 2 **Eye Pads** 10-count bag
- 2 **Non-Adherent Pads**, 50-count bags (4-1/2" x 3")
- 4 **Gauze Sponges**, 200-count bags (3" x 3")
- 2 **Cotton Balls**, 50-count bags
- 2 **Eye Wash kits**
- 2 **Ear Syringes**
- 2 **1" rolls of tape**, 9-count
- 2 **2" rolls of tape**
- 1 **Stethoscope**
- 1 **Gauze Compress** Box of 2 (18" x 36")
- 1 **1" Band-Aid Strips** box
- 1 **First Aid Book**
- 1 **Gauze Compress** Box of 2 (1/2" square yard)
- 1 **Safety Pins**, 30-count approximately
- 1 **Flashlight** Disposal
- 1 **Glucose Tabs** container, 10-count
- 4 **Apple Juice** 5.5 oz. cans
- 2 **Wooden Splints**, packages of 12 (18" x 3 1/2")
- 1 **Cervical Collar**, small (11 1/2" x 13")
- \*2 **Wound Kits**

### **SIDE 1 ZIPPER OF BAG:**

- 21 **Sanitary Napkins** (long, super)
- 12 **Tampons**

### **SIDE 2 ZIPPER OF BAG:**

- 12 **Sanitary Napkins** (long)

### **BOTTOM ZIPPER OF BAG:**

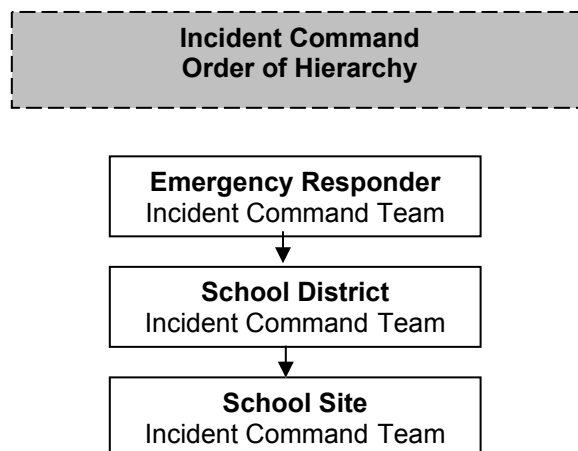
- 2 **Saran Wrap** boxes, 200 square feet
- 2 **Storage Bags Ziplock**, 40-count (gallon size)
- 6 **Apple Juice** cans 5.5 oz.
- 2 **Storage Bags**, 50-count (1-quart)
- 2 **Blankets** (Aluminum Laminated Polyethylene) 52" x 84"
- 1 **Antibacterial Wipes** bag, 35-count
- 1 **Water Bottle**, small
- 1 **First Aid Book**
- 1 (4) **Steno Booklets** and (6) **Ballpoint Pens**, bag with these items

### **\* WOUND KIT CONTENTS:**

- |                       |                        |                 |
|-----------------------|------------------------|-----------------|
| 2 Gauze Sponges       | 1 Pair of Gloves       | 1 PVP Swabstick |
| 2 Non-Adherent Pads   | 1 Stretch Gloves       | 1 Roll of Tape  |
| 2 Antimicrobial Wipes | 1 Waste Bags with Ties | 1 Label         |

### III. National Incident Management System (NIMS) Incident Team Member Roles and Responsibilities

1. The individual identifying a need to call 911 (*be specific about location of incident*) does so, then:
  - promptly sends information to site office, and
  - begins incident response procedures
    - Until otherwise relieved, the 1<sup>st</sup> person on the scene is the Incident Commander and should begin activating the Incident Command System / Team and establish the ICS location.
    - The Incident Response bag should be immediately taken to the ICS location
2. The Administrator/Incident Commander (IC) will call the District Office (DO) at 916-624-2428 and speak with Roger, Brenda, or Lead Administrator to report incident.
3. The Administrator/Incident Commander (IC) will join the Incident Response Team.
4. The Incident Response Team will decide on procedures depending on the nature of the incident.
  - ***No statements should be made to media by anyone except the district or emergency responder designated (PIO) Public Information Officer.***
  - ***The PIO location needs to be established ASAP at a location away from the ICS.***
5. District Office NIMS Officers supersede responsibilities of school site staff in all instances where DO ICS team staff is present at the incident.
  - RUSD staff wanting access to the Incident site must have RUSD identification for access to the area.
6. ***Emergency Response (Fire, Police, etc.) ICS officers supersede ICS responsibilities of district staff in all instances where emergency responder ICS team staff is present at the incident, except for the provision, safety and handling of students.***
  - Upon arrival of school, Incident Commander should approach emergency responders with updated information regarding the situation.
  - The School Site Liaison needs to know and report accounting of students, staff, etc.



### Incident Team Member: Role Identification

***Roles should be pre-incident designated for 2 – 3 deep (back-ups) at all sites.***

<b>Role</b>	<b>Name</b>
<b>Incident Commander</b> (Administrator)	Michael Pappas
<b>Back-up Incident Commander</b>	Mark Douglas
<b>Safety</b>	Day Lead Custodian
<b>Public Information</b>	Davis Stewart
<b>School Agency Representative to ICS Liaison</b>	Bridget Hopper
<b>Operations</b>	Mark Douglas
• Site Facility Check / Security	<i>To be assigned at the time of event</i>
• Medical	<i>To be assigned at the time of event</i>
• Student, Staff, Visitor Care & Accountability	<i>To be assigned at the time of event</i>
• Student Release	<i>To be assigned at the time of event</i>
• Aftermath	<i>To be assigned at the time of event</i>
<b>Planning / Intelligence</b>	Whitney Cottrell
• Documentation	Laurie Janowsky
• Situation Analysis	<i>To be assigned at the time of event</i>
<b>Logistics</b>	Whitney Cottrell
• Supplies / Facilities	<i>To be assigned at the time of event</i>
• Staffing	<i>To be assigned at the time of event</i>
• Communications	<i>To be assigned at the time of event</i>
<b>Finance &amp; Administration</b>	Associate Superintendent – Business Services
• Timekeeping	<i>To be assigned at the time of event</i>
• Purchasing	<i>To be assigned at the time of event</i>
<b>All Staff Personnel Pool</b>	<i>All site staff to be of service as assigned at time of event; No staff is permitted to leave the school site until released by the principal or superintendent</i>

## **Keys to Responding**

- **Confirm the Facts**
- **Communication / Contact**
  - **911** (*if necessary, be sure to dial “9” for an outside line*)
  - **District Superintendent**
- **Convene the school Incident Response Team**
- **Set-up Command Center**
- **Implement Appropriate ICS Structure**
- **Establish Objectives**
- **Assign Staff to Meet Objectives**

## **Responding to an Incident—Timelines**

### **The First 10 Minutes**

1. Secure safety of students, staff. Get as many people out of harms way as soon as possible and as quickly as possible. Follow the school’s incident policy or procedure in notifying the rest of the students and staff who may be in jeopardy.
2. Place calls to appropriate emergency agencies. Let them know what has happened and your exact location.
3. Activate your ICS team.
4. Provide whatever immediate medical help is needed and is possible.
5. Remain calm and keep others quiet so you can hear response agencies’ arrival.
6. Get first-respondents into the building as safely and as quickly as possible.
7. Double check communication systems/assignments.

### **The Next 50 Minutes**

1. Verify all ICS and staff assignments. Check that the assigned media person is present and make sure that person is responding.
2. Direct students, staff to “safe room” or “safe place” off-site if one has been designated.
3. Once incident has been contained, ask police, fire, etc. if you can have your response team roam the halls, playground, lunchroom, etc. with them.
4. Plan for a debriefing meeting for staff to be held as soon as possible.
5. Plan communication with parents, if appropriate.
6. Decide if any planned school event should be canceled.
7. Plan for support group involvement; get community assistance from appropriate agencies.
8. Decide if any additional support people are needed. Make immediate arrangements to get them to your site.
9. Begin strategies for **Rumor Control**: develop and distribute a *Fact Sheet*, distribute a list of *Informational Telephone Numbers*, describe anticipated *Next Steps*. (See attached sample of a community letter.)