

Comprehensive Safe Schools Plan



Chatom Union School District

Ed. Code 32280-32289

Adopted by Board

2024-2025

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Committee Composition

Our district-wide safe school plan was developed by a committee that includes, an administrator from each site, a member of the classified staff, one teacher from each site, and the school nurse. Members of a School Site Council, Parent Teacher Club, California State Employees Association, Chatom Union Teacher's Association, and School Leadership Team also reviewed the plan.

The site administrator will contribute as the overall coordinator and ensure that the committee works in a comprehensive manner to effectively develop an efficient plan. The school secretary will provide a comprehensive view of how safety issues are reported, handled, and resources allocated in the event of a crisis as well as clerical support for the committee. The classified staff will be integral in designing a plan that is practical to implement into the framework already established for supervision of the children on the school grounds during non-class periods. The teachers will provide an instructional point of view and integrate the focus on safety for the children to ensure participation in the learning process. The parents will provide input as to priorities and issues to be addressed regarding the safety of the schools' children.

2024-2025 Committee Members:

Cherise Olvera, District Superintendent

Lauren Lanum, Mountain View Principal

Sara Cruz, Chatom Elementary Principal

Nancy Souza, School Nurse

Bernadette Cruz, CSEA

Maria Newman, CSEA

Laura Nance, CUEA

Candace Gonsalves, Chatom PTC

District Vision

Chatom Union School District is a community/partnership, which celebrates the unique diversity among students and staff while retaining high expectations for everyone. The moral climate enables children and adults to be esteemed, respected, and valued.

Chatom Union School District is a community/partnership that promotes relevant and integrated curriculum. All students, regardless of abilities, interest, or language, are involved in cooperative interaction leading to independent and critical thinking.

Chatom Union School District is a community/partnership where leadership is strengthened by collaboration among staff, parents, and local community organizations.

Gather and Analyze Data

School Safety Statistics for 2023-2024

Suspensions and Alternative Means of Correction by Month

Month	Chatom In-School	Chatom Home	Chatom Other Means of Correction	Mt. View In-School	Mt. View Home	Mt. View Other Means of Correction
August 2023	0	0	0	0	2	0
September 2023	1	0	0	0	1	0
October 2023	0	2	0	0	3	0
November 2023	1	0	0	0	3	0
December 2023	2	0	0	0	8	0
January 2024	0	3	0	1	1	0
February 2024	0	0	0	0	0	0
March 2024	0	2	2	0	7	0
April 2024	1	0	0	0	7	0
May 2024	0	0	0	0	0	0
Totals	5	7	2	1	32	0

Chatom Elementary School

101 – Possession, Sale, Furnishing a Firearm, Knife, Explosive or Other Dangerous Object – 1

501 - Caused, Attempted or Threatened Physical Injury - 12

510 – Obscene Acts, Profanity, and Vulgarity - 1

Total: 14

Mountain View Middle School

101 – Possession, Sale, Furnishing a Firearm, Knife, Explosive or Other Dangerous Object - 1

104 – Possession of a Knife or Dangerous Object - 2

202 – Possession, Use, Sale or Furnishing a Controlled Substance Alcohol Intoxicant - 4

500 – Caused Physical Injury - 2

Total: 33

The Discipline Matrix (Appendix B) is being fully implemented. This has resulted in students' better understanding of the discipline procedures that have ultimately created a safer school environment for all students.

Expulsions for 2023-2024:

Chatom Elementary -	0
Mountain View Middle School -	0
District Total -	0

The number of expulsions is below the average range for similar schools.

Crime Reports

Chatom Elementary School:

Student Related -	0
Non-Student Related -	0

Mountain View Middle School

Student Related -	0
Non-Student Related -	<u>0</u>

District Total -	0
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The number of crime reports is below the average for similar schools.

Attendance Rate 2023-2024

Chatom Elementary –96.24 % Mountain View Middle School – 94.72 %

School Safety Statistics for 2022-2023

Suspensions and Alternative Means of Correction by Month

Month	Chatom In-School	Chatom Home	Chatom Other Means of Correction	Mt. View In-School	Mt. View Home	Mt. View Other Means of Correction
August 2022	0	0	0	0	0	0
September 2022	0	1	0	0	4	0
October 2022	0	0	0	0	1	0
November 2022	0	0	0	0	0	0
December 2022	2	0	0	0	2	0
January 2023	1	2	0	0	2	0
February 2023	0	2	1	0	1	0
March 2023	0	3	0	1	1	0
April 2023	1	0	0	0	0	0
May 2023	0	0	0	0	2	0
Totals	4	8	1	1	13	0

Chatom Elementary School

501 - Caused, Attempted or Threatened Physical Injury	7
510 – Obscene Acts, Profanity, and Vulgarity	2
512 – Property Damage	4
Total:	13

Mountain View Middle School

101 – Possession, Sale, Furnishing a Firearm, Knife, Explosive or Other Dangerous Object	1
202 – Possession, Use, Sale or Furnishing a Controlled Substance Alcohol Intoxicant	2
401 – Sexual Assault	1

403 – Sexual Harassment	1
501 - Caused, Attempted or Threatened Physical Injury	8
510 – Obscene Acts, Profanity, and Vulgarity	1
<u>512 – Property Damage</u>	<u>1</u>
Total:	14

The Discipline Matrix (Appendix B) is being fully implemented. This has resulted in students' better understanding of the discipline procedures that have ultimately created a safer school environment for all students.

Expulsions for 2022-2023:

Chatom Elementary -	0
Mountain View Middle School -	0
District Total -	0

The number of expulsions is below the average range for similar schools.

Crime Reports

Chatom Elementary School:

Student Related -	0
Non-Student Related -	0

Mountain View Middle School

Student Related -	0
Non-Student Related -	0

District Total -	0
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The number of crime reports is below the average for similar schools.

Attendance Rate 2022-2023

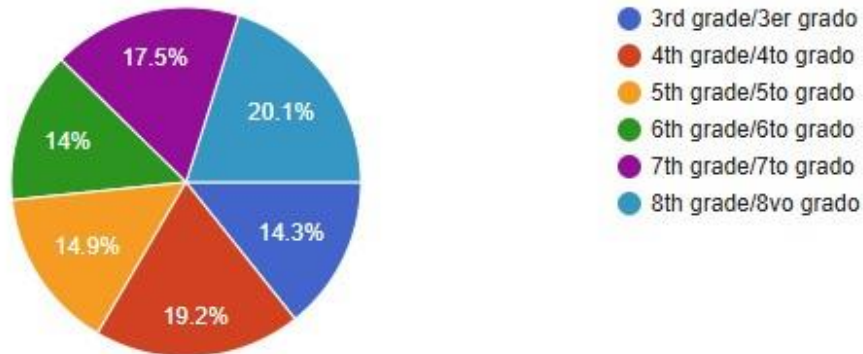
Chatom Elementary – 94.73% Mountain View Middle School – 94.72%

CUSD Student Safety Survey Responses

What grade are you in? /En que grado estas?

308 responses

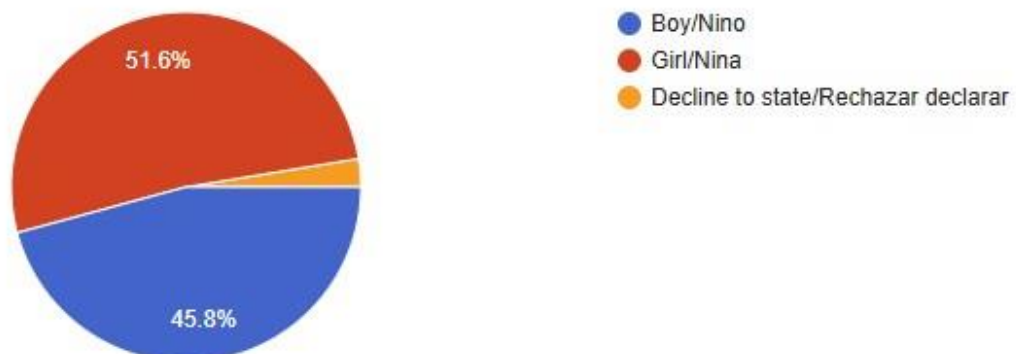
 [Copy chart](#)



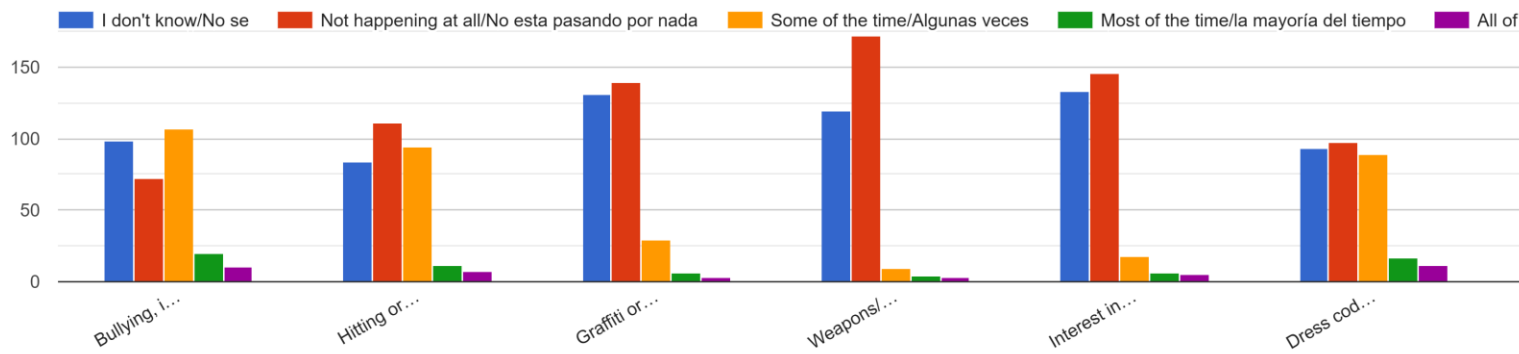
What is your gender? / Que genero eres?

308 responses

 [Copy chart](#)

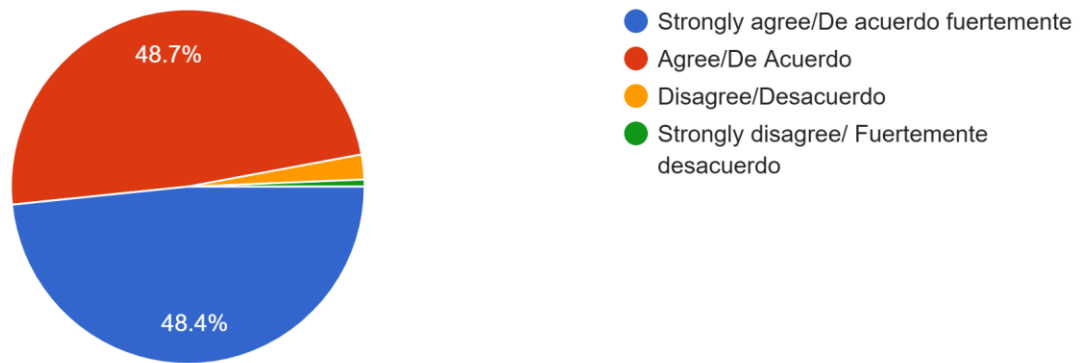


How often do you think the following items are happening at school?/Cada cuanto tiempo tu piensas que las siguientes cosas suceden aquí e



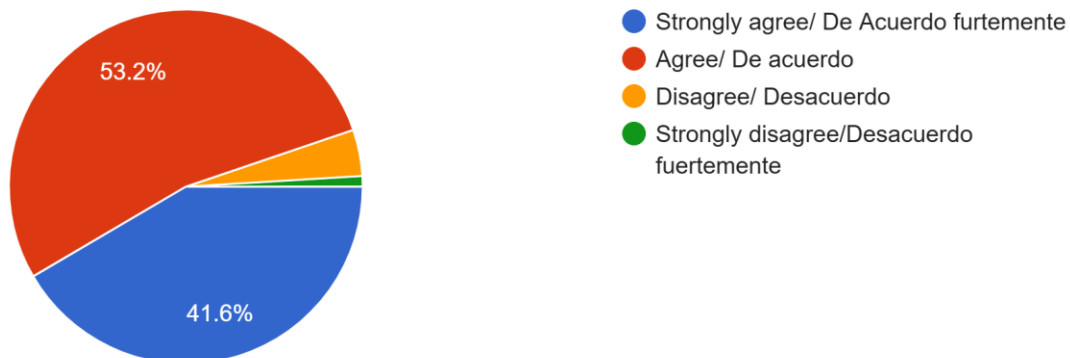
I know the rules and expectations of our school. /Yo se la reglas y expectativas de la escuela.

308 responses



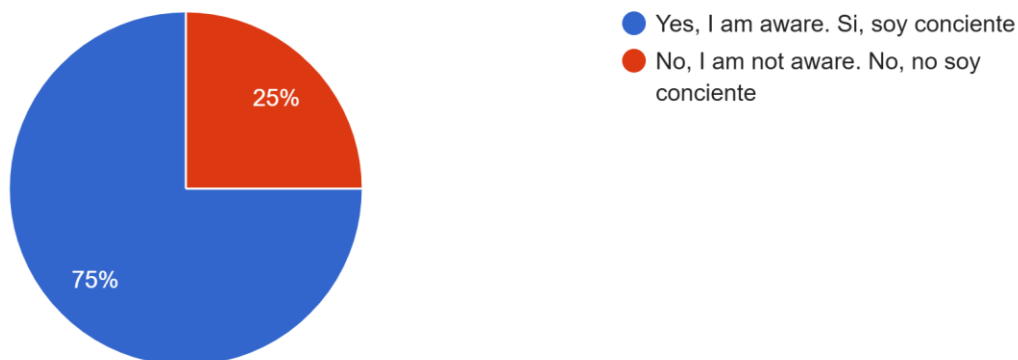
Our school recognizes and reinforces positive student behavior. /Nuestra escuela reconoce y reforzar el buen comportamiento

308 responses

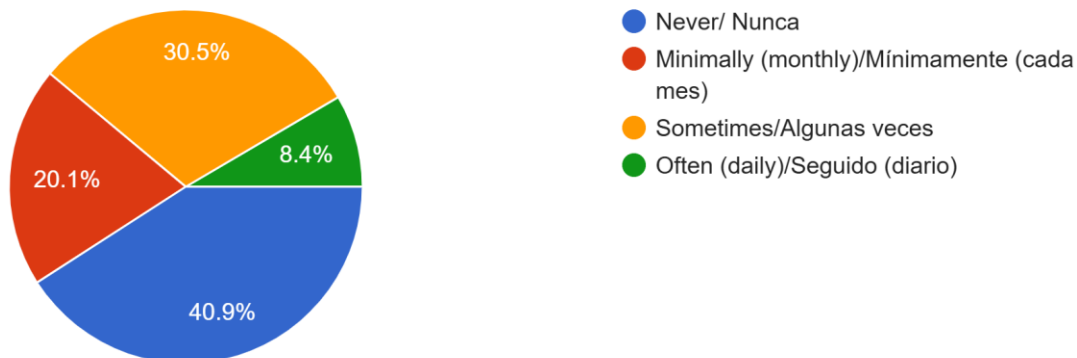


Are you aware of the mental health services offered by the school? Conoces los servicios de salud mental que ofrece la escuela?

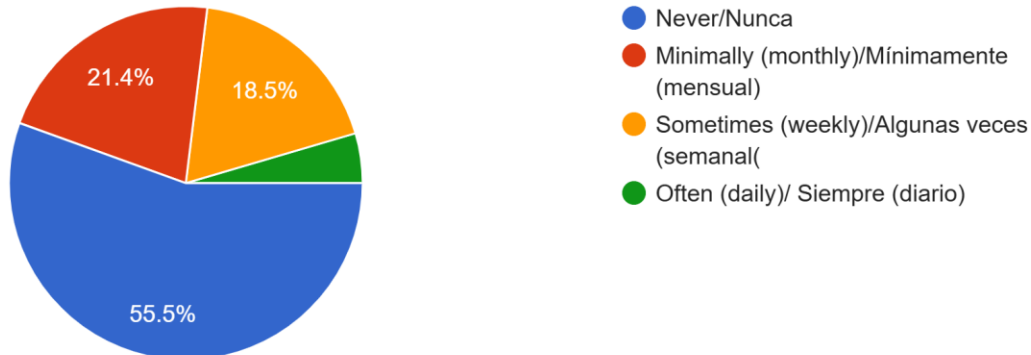
308 responses



Bullying is unwanted, aggressive behavior that is repeated or has the potential to be repeated over time. Bullying includes things such as making threats...escuela, inicio en el campo o en el autobus escolar?
308 responses

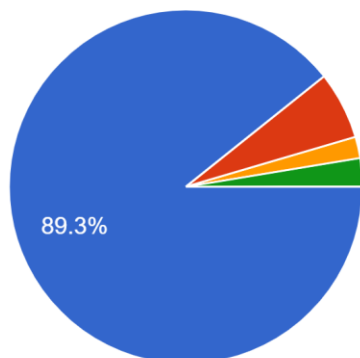


Bullying is unwanted, aggressive behavior that is repeated or has the potential to be repeated over time. Bullying includes things such as making threats...de la escuela seria el acoso en las redes sociales.
308 responses



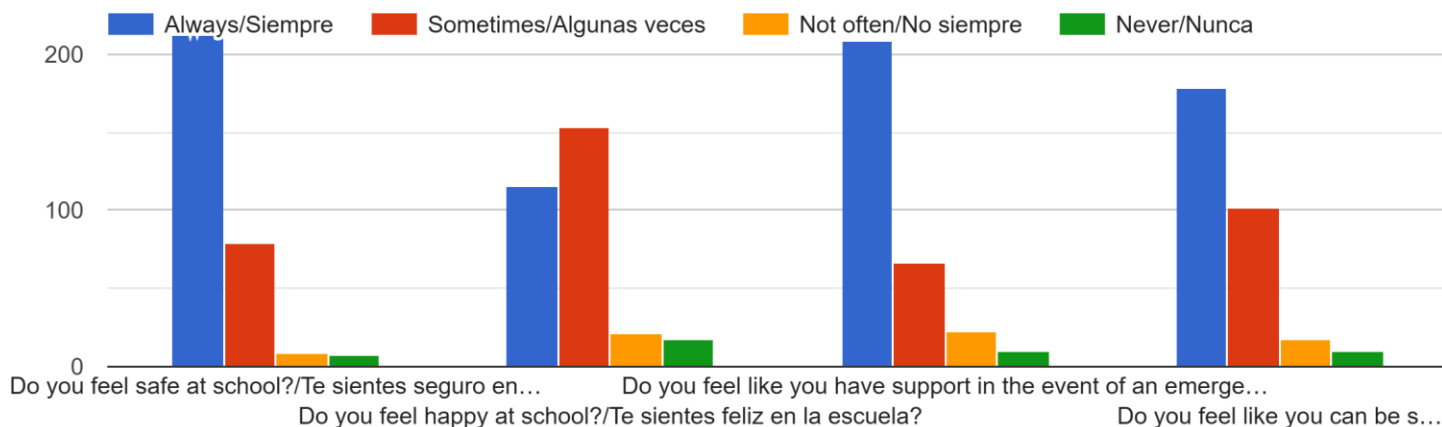
Do you know what to do in the event of an emergency at school? /Sabes que hacer en caso de una emergencia?

308 responses



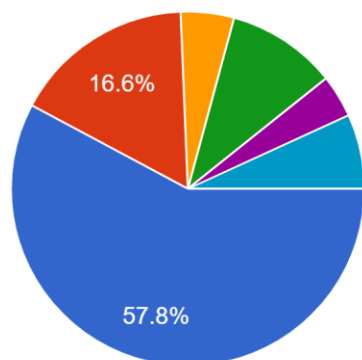
- Yes, I know what to do and where to go / Si, yo se a donde ir y que hacer.
- I know what to do but I don't know where to go / Yo se que hacer, pero no sé a dónde ir
- I know where to go but I don't know what to do / Yo se a donde ir pero no se que hacer.
- No, I do not know what to do / No, yo no se que hacer

Share how you feel about safety at school. / Comparte como tú te sientes acerca de la seguridad en la escuela,



When in need of support, do you feel you have a staff member to go to for help?/Cuando necesitas apoyo, tu sientes que tienes la ayuda del personal?

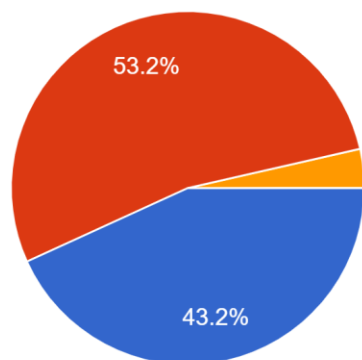
308 responses



- Yes, I know I can go to any staff member for help/ Si, yo se que puedo ir con cu...
- Yes, I know I can go to my teacher for help/ Si, yo se que puedo ir con mi ma...
- Yes, I know I can go to the office for help/ Si, yo sé que puedo ir a la oficina
- Yes, but I feel like there are only a few staff members I can go to for help/Si,...
- Yes, I know one staff member I can go...
- No, I don't have anyone I feel I can go...

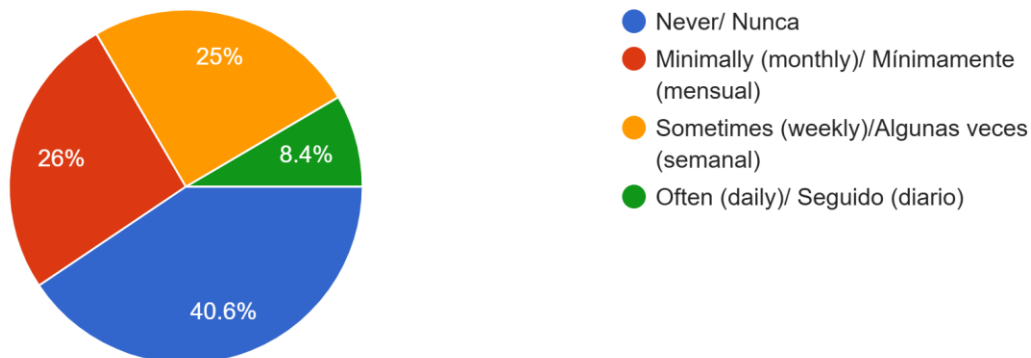
Evaluate this statement: As a student, I feel connected to my school. Evalua esta declaracion: Como estudiante, me siento conectado con mi escuela. Yo

308 responses

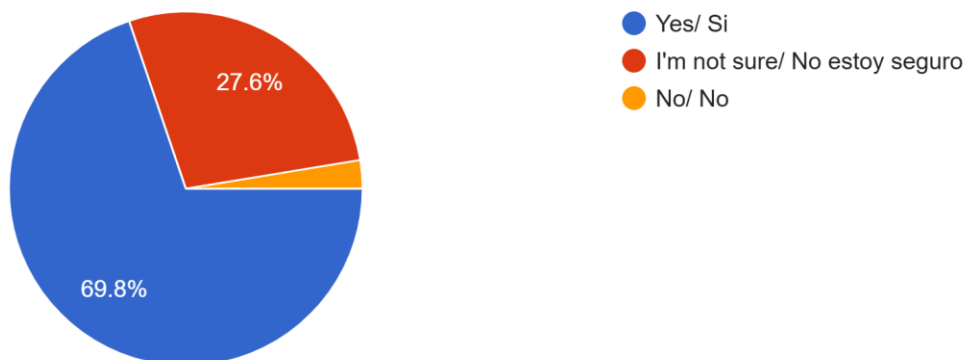


- I strongly agree that I am connected to my school. Estoy totalmente de acuerdo en que estoy conectado a mi escuela.
- I agree that I am connected to my school. Estoy de acuerdo en que estoy conectado con mi escuela.
- I disagree; I am not connected to my school. No estoy de acuerdo; no estoy conectado con mi escuela.

How often do you hear students at school making fun of other students because of their race, religion, sexual orientation, learning disabilities o...exual, discapacidad de aprendizaje u otros factores?
308 responses



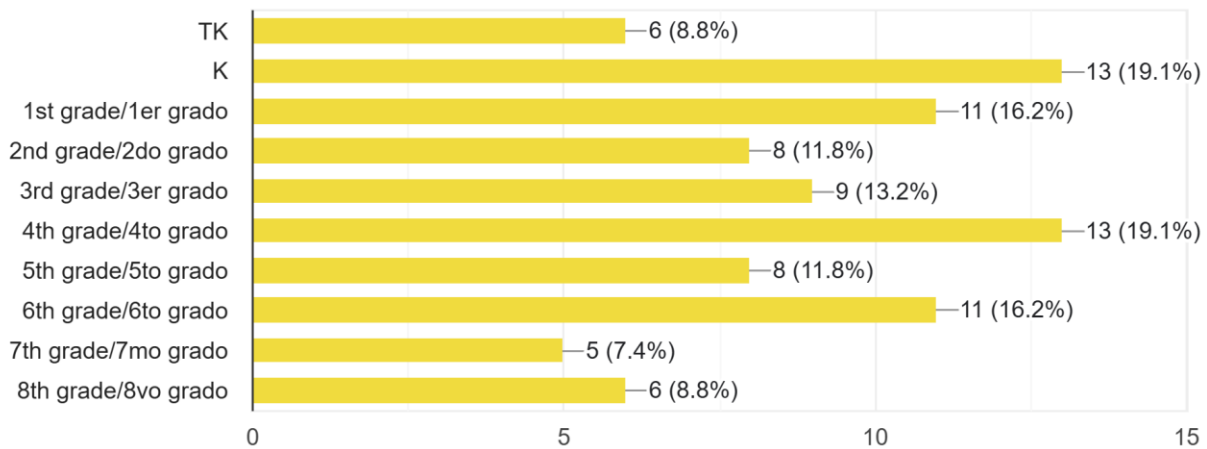
Do you feel like the school provides students with resources to help in the event of an emergency or crisis?/ Crees que la escuela proporciona a los es...cursos para ayudar en caso de emergencia o crisis?
308 responses



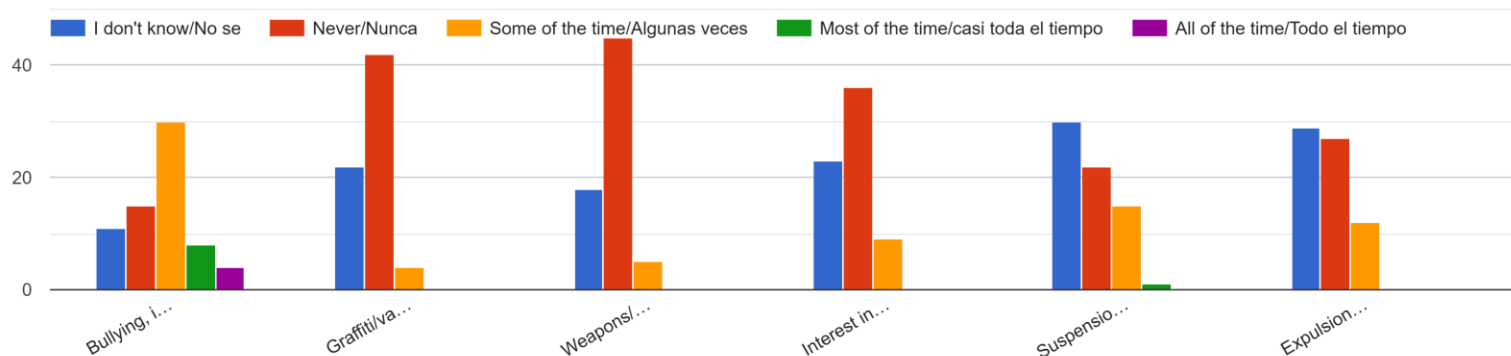
CUSD Family Safety Survey Responses

Tell us about your student(s). In what grade(s) are they? Select all that apply./Cuéntenos acerca de su(s) estudiante(s). ¿En qué grado(s) están? Seleccione todas las que correspondan.

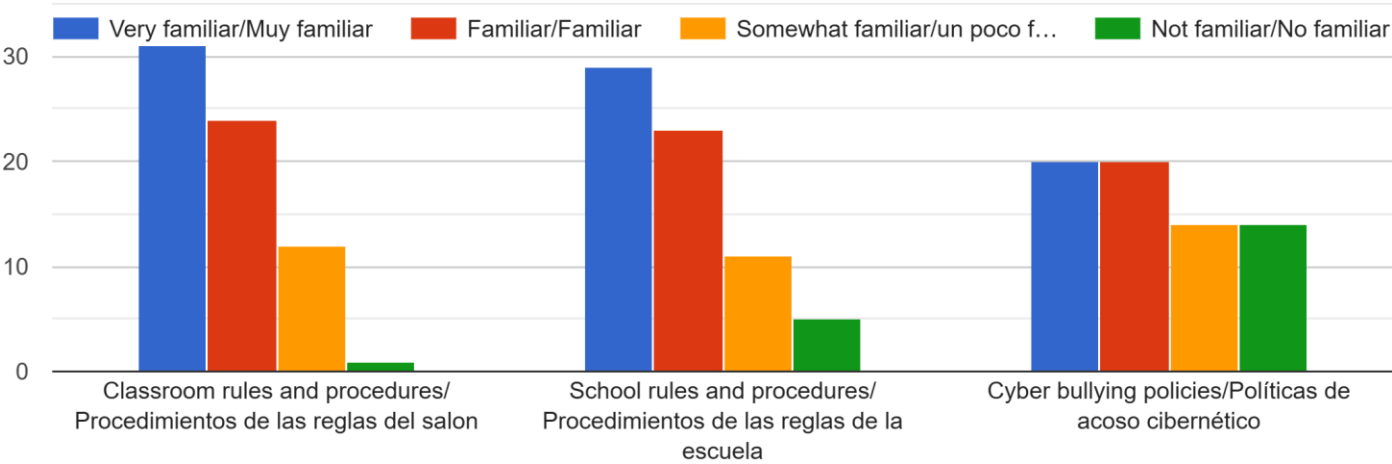
68 responses



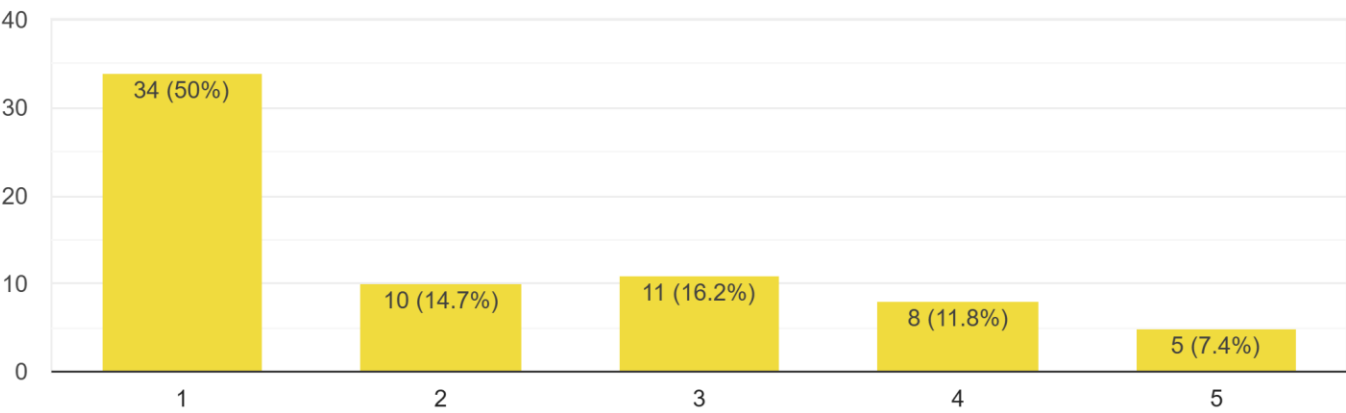
How often do you think the items below occur at your student's school(s)?/¿Con qué frecuencia cree que los siguientes elementos ocurren en...



How well do you know rules, expectations and consequences at your student's/students' school(s)?Que tan bien usted conoce las reglas, expectativas, y consecuencias de la escuela,

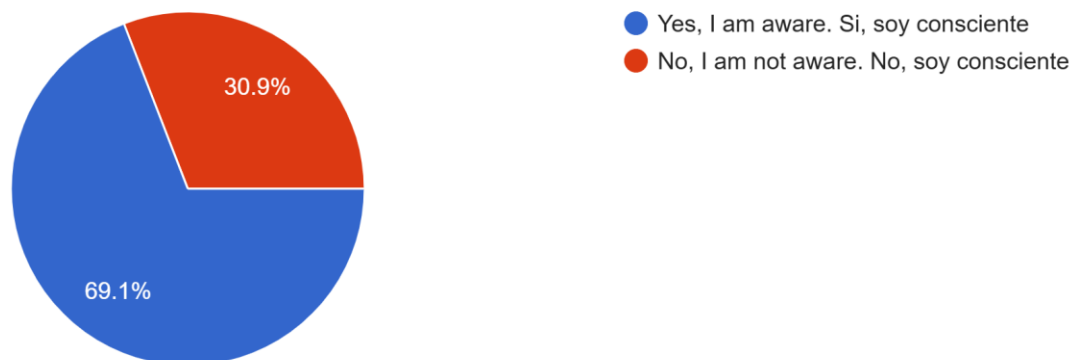


How well do you feel the school(s) recognize(s) and reinforce(s) positive student behaviors??/Que tan bien cree que la escuela reconoce y refuerza los comportamientos positivos de los estudiantes?
68 responses



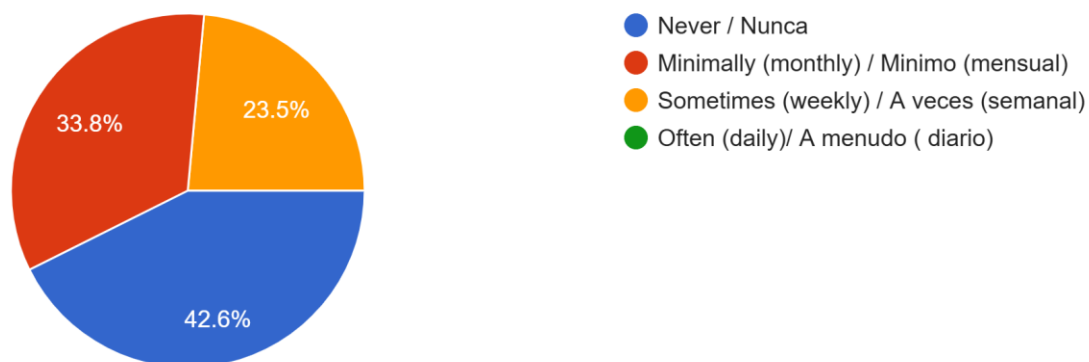
Are you aware of the mental health services offered by the school? Conoces los servicios de salud mental que ofrece la escuela?

68 responses



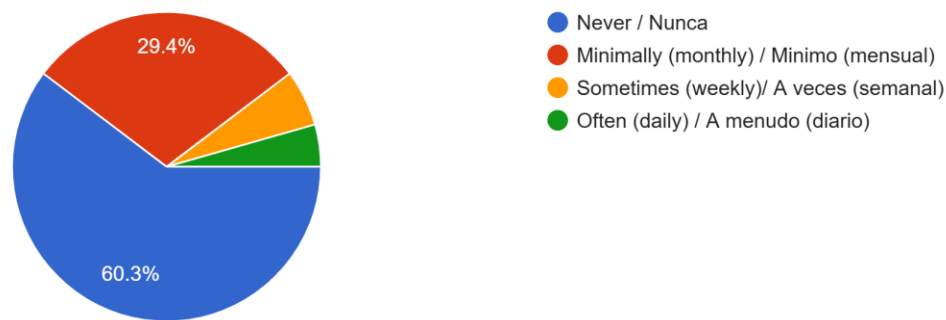
Bullying is unwanted, aggressive behavior that is repeated or has the potential to be repeated over time. Bullying includes things such as making thre... estudiante, incluso en el campus y en el autobus?

68 responses



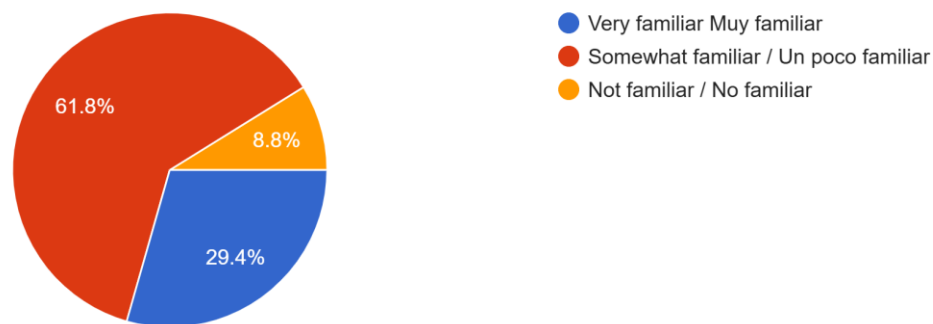
Bullying is unwanted, aggressive behavior that is repeated or has the potential to be repeated over time. Bullying includes things such as making threats...)? Un ejemplo seria el acoso en las redes sociales.

68 responses



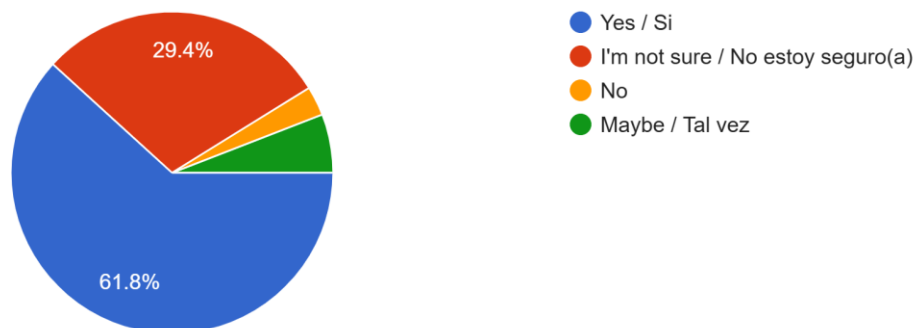
How familiar are you with emergency procedures at your child(ren)'s school(s)?/ Que tan familiarizado esta con los procedimientos de emergencia en la escuela(s) de su hijo(s)?

68 responses

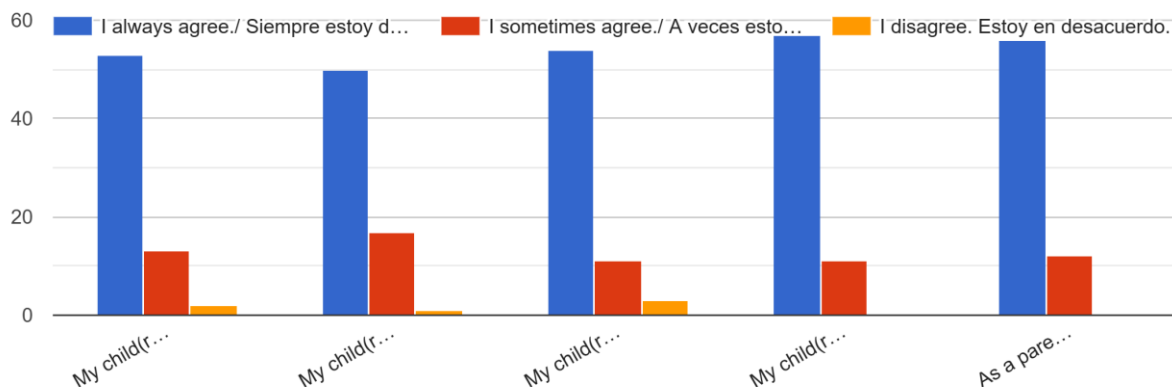


Do you feel like the school(s) provide(s) students with resources to help in the event of an emergency or crisis?/ Siente usted que la escuela(...s para ayudar en caso de una emergencia o crisis?

68 responses

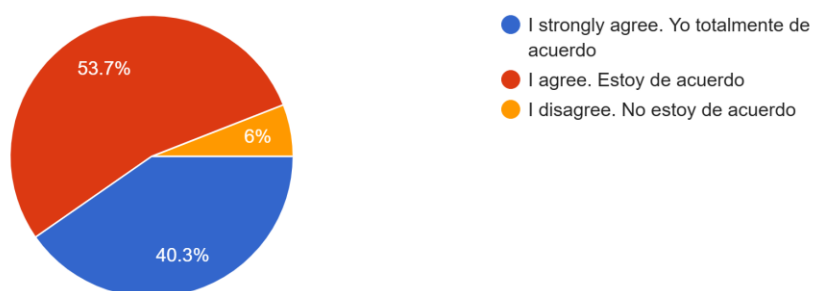


Share how you feel about safety at school by evaluating these statements. Comparta como se siente acerca de la seguridad evaluando las siguientes declaraciones.



Evaluate the following statement: As a parent/guardian, I feel connected to my child(ren)'s school(s).Evaluate la siguiente declaracion: Como pa...o conectado con la(s) escuela(s) de mi hijo(a). Yo

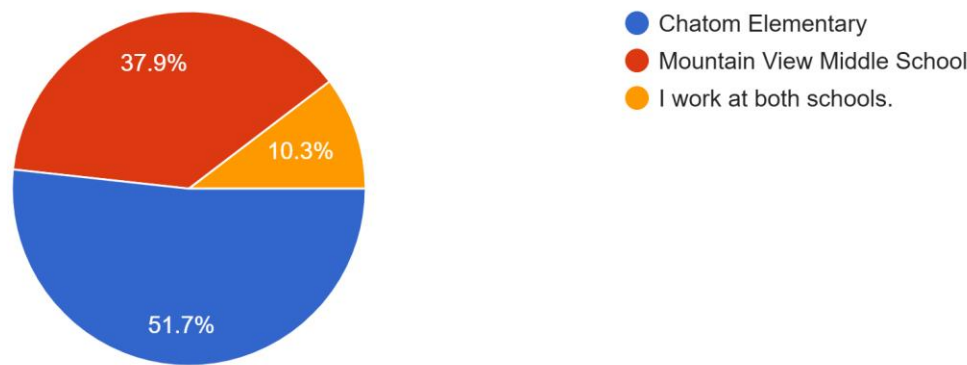
67 responses



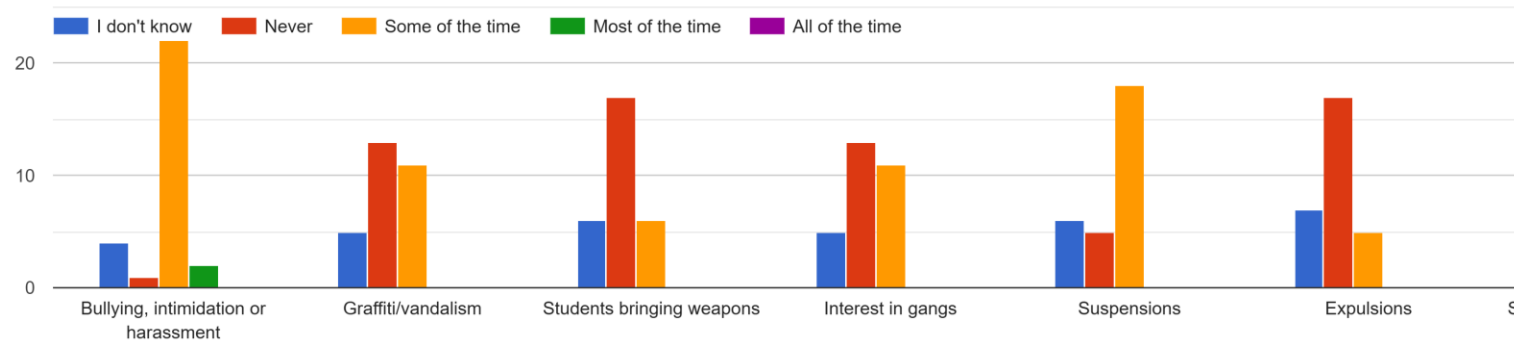
CUSD Staff Safety Survey Responses

Please select your work site.

29 responses

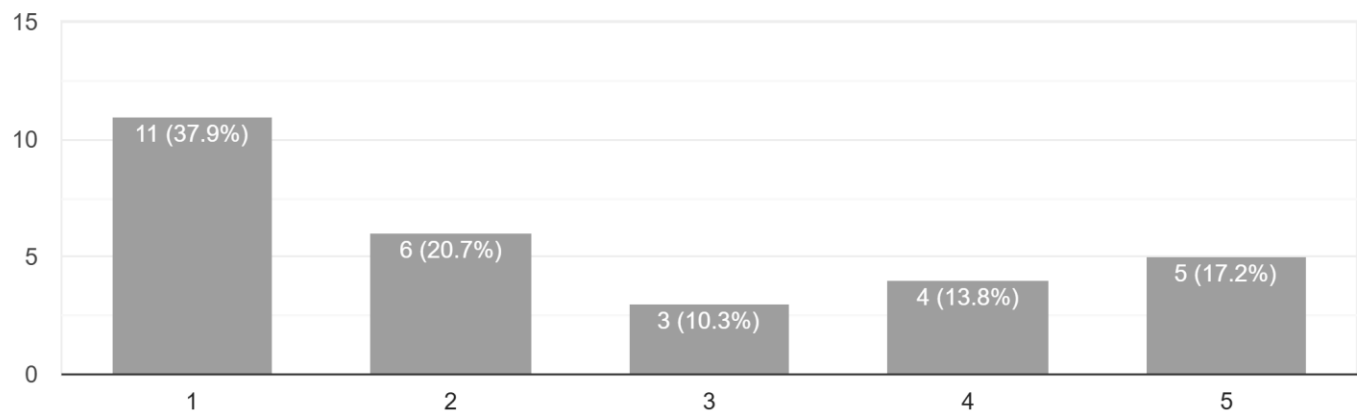


How often do you think the items below occur at school/are brought to school?



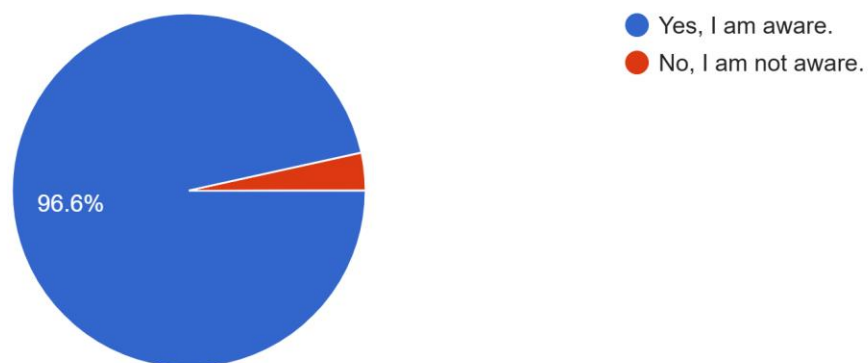
How well do you feel your school recognizes and reinforces positive student behaviors?

29 responses

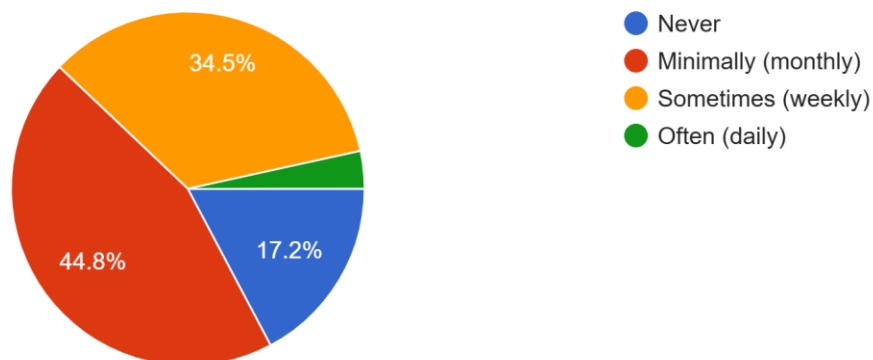


Are you aware of the mental health services offered by the school?

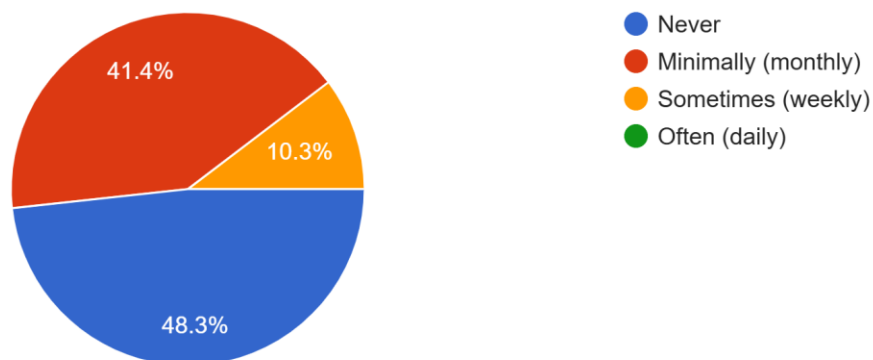
29 responses



Bullying is unwanted, aggressive behavior that is repeated or has the potential to be repeated over time. Bullying includes things such as making threats of bullying AT school and/or on the school bus?
29 responses

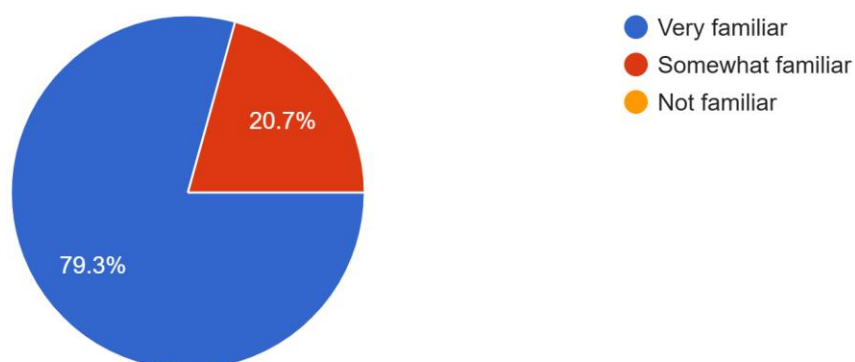


Bullying is unwanted, aggressive behavior that is repeated or has the potential to be repeated over time. Bullying includes things such as making threats? An example would be bullying on social media.
29 responses



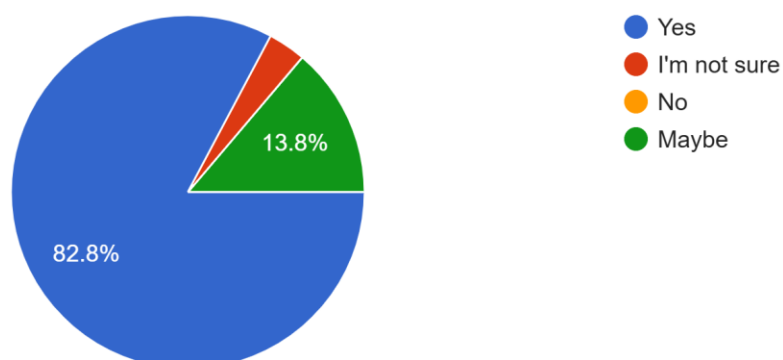
How familiar are you with emergency procedures at school?

29 responses

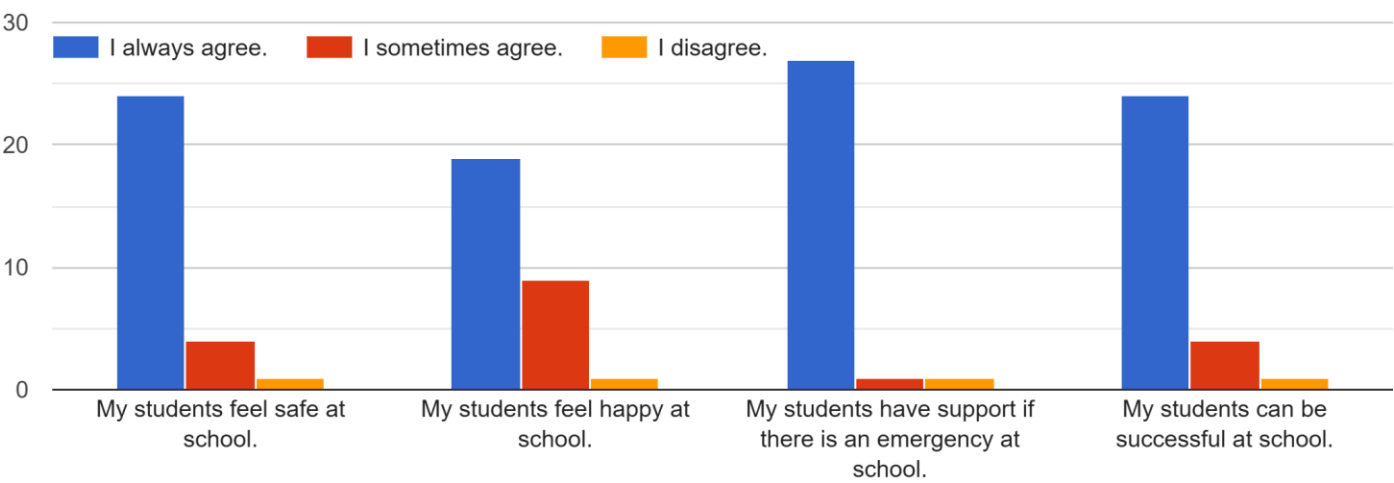


Do you feel like your school provides students and staff with resources to help in the event of an emergency or crisis?

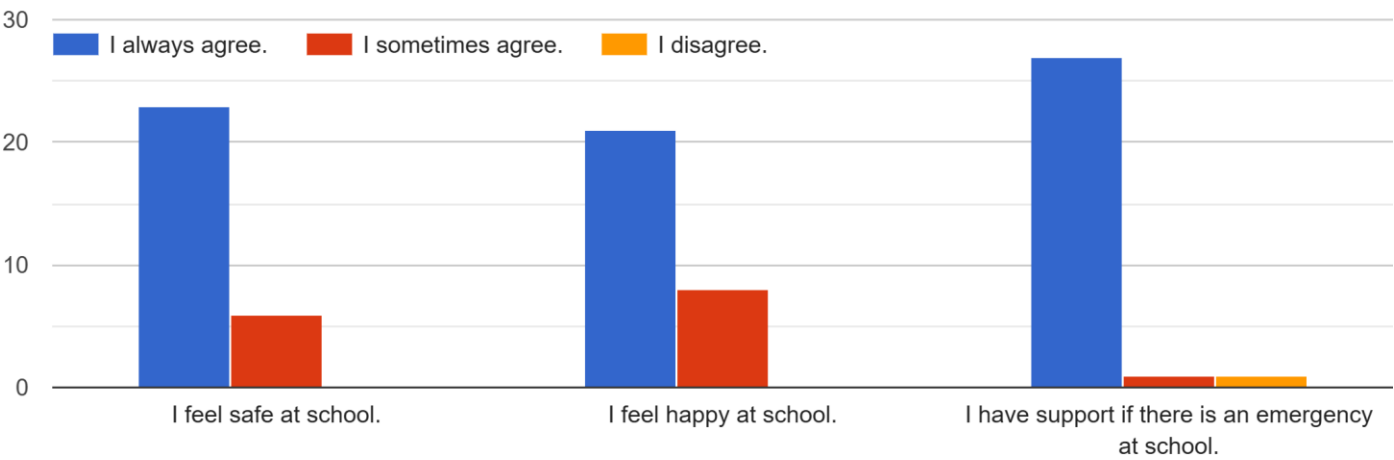
29 responses



Share how you feel about your perception of students' safety at school by evaluating these statements.

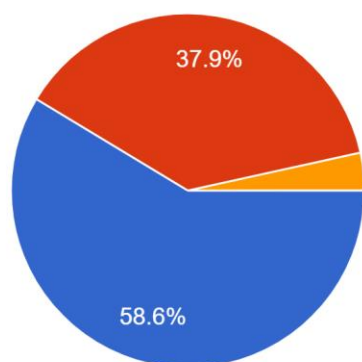


Share how you feel about your personal safety at school by evaluating these statements.



Evaluate this statement: As a staff member, I feel connected to my school.

29 responses



- I strongly agree that I am connected to my school.
- I agree that I am connected to my school.
- I disagree; I am not connected to my school.

Component 1: The School Climate

Prevention: Creating a Caring School Climate

The administration will provide strong leadership for the mission of the district. Interactions with staff, parents, and students are designed to underscore the focus on learning and good citizenship as key ingredients for success at the school.

A positive school environment includes classroom situations conducive to learning, minimizing interruptions. The staff emphasizes increased awareness of personal responsibility for students and respect of others through individual and cooperative opportunities for learning. Discipline will be a learning process aimed at changing behaviors and attitudes, not merely punitive reaction.

Intervention Strategies to Maintain a Caring Climate

Committees of all types, including School Site Councils, District English Language Advisory Committee, Technology Committees, Chatom Union Leadership Team, and School Safety Committee provide opportunities for shared decision-making among employees, parents, and community members.

Internal security is enforced through consistent district policies for behavior, attendance, and academic performance.

Legal Tools That Restore a Caring School Climate

Chatom Union School District promotes a caring school climate that is supported by the adoption of Board Policy and Administrative Regulations based on California Education Code.

Action Plan for Component 1

Our goal is to increase the knowledge decision, participation, and implementation of discipline procedures by all school staff, students, and parents to provide a safe secure environment for the students.

Areas of pride and desired change: The staff, students, and parents are supportive of a safe school environment. We feel there is a need and desire for coordinated, effective safety, and discipline procedures. We need to continue to get all staff, students, and parents aware of and involved in the plan.

A. Objective 1: Provide training and coordination for staff members regarding safety procedures and discipline procedures and policies.

1. Related activities:

- a. Child abuse reporting policies will be discussed in annual staff training meetings.
- b. Policies will be discussed and reviewed at staff meetings annually.
- c. Safety flip charts
- d. Evacuation procedures and field trips
- e. Work closely with local churches and firehouses to create evacuation plans
- f. Consult with a fire department, local law enforcement and/or other first responder entities any updates or changes made to the safety plan on an annual basis

2. Resources needed:

- a. In-service time for training and coordination
- b. Policies for distribution

3. Person(s) responsible for implementation: site administrators

4. Timeline: Annually in August and throughout the year as needed

B. Objective 2: Provide instruction and policies to students and parents regarding safety procedures, disaster procedures and discipline policies.

1. Related activities:

- a. District discipline policies will be posted and mailed to families and district and school site policies on suspensions and expulsion will be distributed to all students and parents in the District Basic Commitment (DBC) handbook and the School Student handbooks.
- b. Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified (SB 323).

2. Resources needed:

- a. School Student handbooks for all students
- b. DBC for all parents

3. Person(s) responsible for implementation: District administrators

4. Timeline: Annually in August

C. Objective 3: Evaluate the current discipline policies and make adjustments as necessary.

1. Related activities:

- a. Staff meetings
- b. The discipline policy was updated to be in compliance with new laws.
- c. Changes in the dress code occurred at Mountain View to eliminate gang colors by changing the hat policy to (black, white, green, or gold) without labels or school hats.
- d. Change existing door locks to push locks.

2. Resources needed: School discipline policies
3. Person(s) responsible for implementation: Site administrators
4. Timeline: Annually in May and August

D. Objective 4: Survey the parents, students and staff to determine needs for future objectives.

1. Related activities:
 - a. Provide questionnaires to parents and students
2. Resources needed: District surveys
3. Person(s) responsible for implementation: Site administrators
4. Timeline: Annually in Winter

E. Objective 5: Bullying

To provide a safe school environment that protects students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any students.

1. Related activities:
 - a. Implement District Policy and provide to all parents
 - b. Staff Anti-Bullying Training
 - c. Staff Cyberbullying Training
 - d. School-wide Cyber bullying instruction in the classrooms (Common Sense Media)
 - e. Increase awareness and prevention through announcements and assemblies using videos and inspirational messages.
 - f. "The Warrior Way!"
 - g. Random Acts of Kindness
 - h. Mental health activities in collaboration with SCOE
2. Resources needed:
 - a. District Policy
 - b. Professional Development

3. Person(s) responsible for implementation: Superintendent, site administrators, staff members
4. Timeline: Annual parent notification in August, student awareness & prevention ongoing

Budget: costs of activities can be incurred through current budget

Evaluation criteria and timeline: completion of task, annual evaluation

F. Objective 6: Opioid Overdose and Treatment

1. CUSD's primary goal in the fight against opioids and fentanyl use is prevention. CUSD will use the following prevention strategies in accordance with SB 10:
 - a. Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - b. How opioids and fentanyl affect the body's systems
 - c. Refusal strategies
 - d. The signs and symptoms of use/abuse
 - e. The science of addiction
 - f. Distribute safety advice to families regarding opioid overdose prevention
 - g. Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps
 - h. Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse

Budget: costs of activities can be incurred through current budget

Evaluation criteria and timeline: completion of task, annual evaluation

Component 2: The Physical Environment

Adequate Lighting

All classrooms have ample artificial light, in addition to natural light, that enables staff and students to conduct schoolwork in a safe manner.

Backpack Policies

Students utilize backpacks to carry texts and supplies to and from school and between classes. Students are encouraged to not overload their backpacks to keep weight at a safe level. In most cases, at the Middle School, a classroom set of textbooks is available to decrease backpack weight.

Closed Campus

Both campuses are “closed.” Students are not allowed to leave campus without a recognized parent or guardian. Parents and guardians are required to report to the school office and sign their child out before they leave campus.

Comfortable Rooms and Furnishings

Staff and students have adequate space and furnishings to achieve success. Furnishings are in good repair and facilities are maintained so that staff and students are safe and secure.

Crisis Response Procedures

Staff and students train regularly throughout the year to ensure that everyone has greater chance for protection, practice fire drills, Code Blues, and other drills. An emergency procedure flip chart and crisis kit can be found all classrooms (Appendix L).

Entries and Exits

All entries and exits are secure and supervised before and after school. Fire Drill maps are posted in each classroom.

Environmental Design

Site architectural plans note environmental design components.

Graffiti Removal and Vandalism Repair

When graffiti is found, a picture is taken for law enforcement and is then painted or cleaned the same day.

Hallways

Hallways are monitored during breaks by staff. Hall passes are required during instruction time. Procedures are in place for hallway behavior.

Interagency Information-Sharing Agreements

The Chatom Union School District is also a member of the Stanislaus County Emergency Operations Center (EOC).

Lockers

Lockers are not provided at either school.

Parking Areas

Parking lots are available for use by staff and parents. Parking lots are well lit in the evening to enhance safety.

Positive Posters, Bulletins, and Signs

Posters, bulletins, and signs are displayed in sites' multipurpose rooms.

Safe and Clean Restrooms

Bathrooms are cleaned on a daily basis and are kept in good repair.

Security Technology

School facilities have operational fire alarm systems that are checked for functionality on a monthly basis. Chatom Elementary School and Mountain View have alarm systems to help protect equipment and supplies during non-school hours and have a phone system that incorporates safety measures. Both campus are also equipped with security cameras. Chatom School District has Parent Square, which can contact all families in minutes in the event of an emergency.

Action Plan for Component 2

Our goal is to have an effective safety plan and communication system in order to prevent accidents and respond to emergencies.

Areas of pride and desired change: We have improved communication between supervisors and office on both campuses in the event of an emergency. Our employees have shown appropriate reactions in times of emergency. We need more specific guidelines and instruction in cases of emergency.

District administrators are taking on responsibility to ensure that the school facilities are maintained at safe levels. We are concerned that school safety continues to be maintained at a high level. Effective communication will be a key to accomplishing this goal.

A. Objective 1: Evaluate current security measures

1. Related activities:

- a. Procedures for safe ingress to and egress from school will be outlined by school, law enforcement, and community representatives.
- b. A crisis response plan will identify procedures to follow during (1) human emergencies, such as bomb threats, death of a student, suicide pacts, weapons on campus, and riots; and (2) natural emergencies, such as fires, earthquakes, and other natural disasters.
- c. Procedures for notifying teachers about dangerous pupils will be covered in annual staff training.
- d. Procedures for employee screening in compliance with recent laws regarding fingerprinting will be in place.
- e. A district policy on sexual harassment will be reviewed, discussed, and posted in annual staff training meetings.
- f. A district and school site dress code on gang-related apparel will be reviewed and discussed with both students and staff.

2. Resources needed: Procedures and policies

3. Person(s) responsible for implementation: Site administrators

4. Timeline: Annually in Fall

B. Objective 2: Develop and implement a crisis response kit that will provide rapid response to situations that may affect school safety.

1. Related activities:

- a. Review current guidelines, access to equipment, written plan, and physical environment
- b. Crisis kits are updated bi-annually
- c. Yard duty supervisors wear colored vests to help students find staff quickly
- d. Bus drivers also wear orange vests for bus safety

2. Resources needed: Planning time/Crisis Kit Materials

3. Person(s) responsible for implementation: Site Administrators

4. Timeline: Annually in Spring

Budget: costs of activities can be incurred through current budget

Evaluation criteria and timeline: completion of task, annual evaluation

C. Objective 3 : Assess and respond appropriately to dangerous, violent and unlawful activity that is being conducted at the school, an activity sponsored by the school or on a school bus serving the school (SB 671).

1. Related activities:

- a. School administration, the safety committee and other needed resources may conduct an investigation into violent, dangerous and unlawful activities
- b. Based on the outcomes of the investigation, administration will follow CUSD's procedures for discipline and will assist in any necessary prosecution procedures through the Stanislaus County District Attorney's office.

Compliance Components

Child Abuse Reporting

BP 5141.4, AR 51421.4, E5141.4- Appendix D

Procedures for Disasters and Emergencies

BP 6114- Appendix E

Serious Offenses that Result in Suspension or Expulsion

BP 5144.1, AR 5144.1- Appendix F

Notification to Teachers of Dangerous Pupils

Site administrators notify teachers of students who were suspended or expelled for using weapons, dangerous objects or otherwise posing a danger to the persons at the school.

Bullying Policy

BP 5131.2 – Appendix G

Sexual Harassment Policy

BP 5145.7, 4219.11, 4319.11- Appendix H

Dress Code that Prohibits Students from Wearing “Gang-Related Apparel”

Dress Policy, DBC, p. 20 – Appendix I

Safety to and from school: provisions for safe ingress and egress of students, parents, and employees to and from school

Buildings and grounds are maintained to ensure safe ingress and egress. Staff supervision is scheduled before, during, and after school to monitor student activity.

Emergency procedure posters are posted in all classrooms for ready access for a variety of possible crises.

Provisions for a Safe and Orderly School Environment

District and site discipline plans are posted, implemented, and communicated with staff and students.

Rules and Procedures on School Discipline

Discipline Policy, DBC, P. 16-19 – Appendix J

Each school site has its own disciplinary rules and procedures included in their respective handbooks.

Public Meeting

Public meetings were held where the plan was reviewed and revised to meet the current needs of the schools.

Evaluate

This plan is reviewed and evaluated annually.

Public Access to Plans

The Comprehensive School Safety Plan is available on the District Office Website.

Appendices

Appendix A; Ed Code 35294

35294.1.

(a) Each school district and county office of education is responsible for the overall development of comprehensive school safety plans for its schools operating any kindergarten and any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to Section 52012 or 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The school site council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.

(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.

(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a district wide comprehensive school safety plan that is applicable to each school site.

(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance in the 1997-98 fiscal year

Appendix B; Discipline Matrix

STUDENT MISBEHAVIOR AND PROGRESSIVE DISCIPLINARY ACTION

The District has the discretion to utilize other or alternative means of correction appropriate to the infraction as listed in AR 5144 – Discipline. Consequences can be increased at any time based on the severity of the infraction and potential danger to persons. CR indicates a CRIME REPORT MUST BE FILED. 🚓 indicates law enforcement MUST be notified pursuant to EC 48902, PC 245, 626.9 or 626.10

Infraction & Education Codes	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
Possessing, selling, or furnishing a firearm (EC 48915.c.1) 🚓 CR	Expulsion	Ed Codes 48915.C		
Brandishing a knife at another person (EC 48915.c.2) 🚓 CR	Expulsion			
Selling drugs (EC 48915.c.3) 🚓 CR	Expulsion			
Possession of an explosive (EC 48915.c.5) CR	Expulsion			
Intentionally causing serious physical injury (EC 48915.a.1) CR	Admin. hearing, possible expulsion	Expulsion	Ed Codes 48915.A	
Possession of any knife or other dangerous object (EC 48915.a.2) 🚓 CR	Admin. hearing, possible expulsion	Expulsion		
Unlawful possession of any controlled substance (EC 48915.a.3) 🚓 CR	Admin. hearing, possible expulsion	Expulsion		
Committed or attempted to commit robbery or extortion (EC 48915.a.4) CR	Admin. hearing, possible expulsion	Expulsion		
Assault or battery upon a school employee (EC 48915.a.5) CR (battery)	Admin. hearing, possible expulsion	Expulsion		
Committed or attempted to commit sexual assault or battery. (EC 48915.c.4, EC 48900.n) CR	Admin. hearing, possible expulsion	Expulsion		
Hate violence or hate crime. (EC 48900.3)	5-day suspension	Admin. hearing, possible expulsion	Expulsion	Ed Codes 48900.#
Engaged in harassment, threats intimidation against staff. (EC 48900.4)	5-day suspension	Admin. hearing, possible expulsion	Expulsion	
Terrorist threats. (EC 48900.7) CR	5-day suspension	Admin. hearing, possible expulsion	Expulsion	
Alcohol/drugs – use, possession, furnished, under influence. (EC 48900.c) 🚓 CR	3-day suspension	5-day suspension	Admin. hearing, possible expulsion	
Alcohol/drugs - offered, arranged, or negotiated to sell (EC	3-day suspension	5-day suspension	Admin. hearing,	Expulsion

48900.d) 📵 CR			possible expulsion	
Committed sexual harassment (EC 48900.2) CR	3-day suspension	5-day suspension	Admin. hearing, possible expulsion	Expulsion
Caused, attempted or threatened to cause physical injury. (EC 48900.a.1)	1-day suspension	2-day suspension	3-day suspension	5-day suspension/ Admin. hearing
Possession of an imitation firearm (replica, look-alike, etc.). (EC 48900.m)	3 After-school det & Parent Conf.	On-campus susp	2-day suspension	5-day suspension
Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC 48900.p) 📵 CR	3 After-school det & Parent Conf.	1-day suspension	3-day suspension	Admin. hearing, possible expulsion
Attempted or caused damage to school/private property. (EC 48900.f) CR >\$100 (arson, graffiti, vandalism)	Restitution, Parent Conference & 5 day comm. serv.	Restitution & 1 day suspension	Restitution & 3-day suspension	Restitution & 5-day suspension
Attempted or stole private property. (EC 48900.g) CR >\$50	Restitution, Parent Conference & 5 day comm. serv.	Restitution & On-campus susp	Restitution & 3-day suspension	Restitution & 5-day suspension
Knowingly received stolen school/private property. (EC 48900.l)	Restitution & 3-day comm. serv.	Restitution & On-campus susp	Restitution & 1-day suspension	Restitution & 2-day suspension
Harassment (EC 48900.o)	3 After-school det & Parent Conf.	On-campus susp	1-day susp	3-day susp
Harassed, threatened or intimidated a witness.	3 After-school det & Parent Conf.	On-campus susp	2-day susp	3-day susp
Possessed or used tobacco products. (EC 48900.h)	3 After-school det & Parent Conf.	On-campus susp	2-day susp	3-day susp/ counseling referral
Profanity/vulgarity/obscenity (if threat see a.1) (EC 48900.i)	3 After-school det & Parent Conf.	On-campus susp	1-day susp	3-day susp
Possession of, offered, arranged, or negotiated to sell drug paraphernalia (48900.j) CR	3 After-school det & Parent Conf.	On-campus susp	1-day susp	3-day susp
Defiance of authority/disruption of school activities. (EC 48900.k)	(See 48900.k chart)			

THE 48900.k PROGRESSIVE DISCIPLINE CHART

Student Name: _____

SEQUENCE OF ADMINISTRATIVE DISCIPLINARY ACTION WHEN REFERRED TO PRINCIPAL FOR DEFIANCE OF AUTHORITY OR DISRUPTION OF SCHOOL ACTIVITIES					
Infraction	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
False fire alarm & 911 calls	3 After-school det	On-campus susp	1-day susp	3-day susp	5-day susp
Hazing or intimidating.	3 Lunch det	On-campus susp	1-day susp	2-day susp	3-day susp
Forgery	3 Lunch det	After-school det	1-day susp	2-day susp	3-day susp
Gambling	2 Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Gang related infraction	2 after-school det	On-campus susp	1-day susp	2-day susp	3-day susp/Admin Hearing
Cheating or Plagiarism (oral or written)	2 Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Defiance or disruption of school while in detention/on campus suspension	2 Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Disrespect	2 Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Leaving class without permission	2 Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Violation of closed campus	2 Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Inappropriate/unauthorized use of computers or other technology	2 Lunch det	3 Lunch det	1 week off comp	2 weeks off comp	Parent Conf./Extended time off comp
Rough Housing/Shoving	3 Lunch det	After-school det	1-day susp	2-day susp	3-day susp
Horseplay/Inappropriate Play	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Use of "put down" or "name calling"	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Excessive noise in classroom	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Talked back to staff	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Out of seat w/o permission	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp

Did not follow directions	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Eating in class w/o permission	Lunch det.	3 Lunch det	After-school det	On-campus susp	1-day susp
Gum Chewing	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Violation of Playground Rules	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Electronic devices or cell phones on in class **Return to parent after confiscated	Return at end of day	1 day confisc	3 day confisc	1 week confisc**	Parent Conference
Disrupting teacher's ability to teach	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Bullying	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Unsafe Act	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Violation of dress code	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Other:	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Other:	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp
Other:	Lunch det	3 Lunch det	After-school det	On-campus susp	1-day susp

Mountain View Playground Rules

For violations, see Discipline Matrix 48900.k

1. NO GUM at any time at school. Candy permitted only at lunch. Do not play or participate in any game with items in your mouth.
2. Holding hands and other public displays of affection are not allowed.
3. No students are to be on campus before 7:45 unless they have arrived on the school bus.
4. NO hanging on, or grabbing, basketball rims or netting.
5. NO running on sidewalks or across the playground in disregard to activity that is going on. (This does not apply to organized games confined within a court area.)
6. NO students are to be in front of school during recess times or in the morning.
7. NO loitering or playing in the restroom.
8. NO balls or playing equipment are to be brought from home without prior authorization.
9. ALL equipment is to be returned to the ball racks or the ballroom immediately when the bell rings.
10. Students are not to play on the backfield unless given permission by the supervisor.
11. If your ball goes over the fence or onto the parking lot, you are to tell a supervising staff person. You may not go after it unless authorized.
12. Report to the yard duty supervisor: all injuries, any time someone physically assaults you, and any incident that can potentially cause harm to you or others.
13. While playing basketball, no more than 10 players at a time in a full court game and no more than 6 in half a court.
14. Footballs, soccer balls or kicking of any balls on the blacktop is not permitted. (Never kick the volleyball or basketball.) Hitting softballs on the blacktop is not allowed. Hitting softballs with the bat is to be only allowed on baseball diamonds.
15. Anyone excused from P. E. may not participate in recess activities, or any other school sports activities including cheerleading.
16. Balls are not to be thrown against any part of the buildings.
17. Throwing (not shooting) a basketball at baskets is not allowed – damages backboards.
18. Running/walking through or disrupting other student's games is not allowed.
19. Doing stunts – flips – etc. is not allowed.
20. Do not swing from volleyball or tetherball poles.
21. Papers are not to be thrown on the school ground. No spitting on the blacktop.
22. Students are not to leave the school ground during the school day without permission from their teacher or someone in the office.
23. Holding hands or other public displays of affection is not allowed.
24. Wrestling or crack-the-whip, tripping, tackling, or any other rough game is prohibited.
25. Ball games should be played in areas provided. Footballs are not permitted on the blacktop. Playing catch with any ball is to be done on the field only.
26. Keep hands to yourself!
27. Students will be expected to play together with all students with size and grade level considerations made for safety

PRINCIPLES AND RULES OF SUCCESS

1. Show courtesy and respect to yourself and others.

- a) Appropriate behavior:
 - Keep your hands, feet and objects to yourself.
 - Promptly follow the directions of all school staff.
- b) Inappropriate behavior:
 - Put downs or name-calling.
 - Displays of affection (e.g., embracing, kissing, holding hands).

1. Show respect for personal and school property.

- a) Appropriate behavior:
 - Take proper care of school property, materials and equipment as well as personal property.
 - Have candy only as part of lunch or under teacher supervision.
- b) Inappropriate behavior:
 - Littering of school grounds.
 - Writing graffiti on personal or private property.

1. Cooperate in the learning/teaching process.

- a) Appropriate behavior:
 - Attend school regularly and bring a note when absent.
 - Be on time to your assigned place and be prepared to work.
 - Follow teachers' instructions.
 - Be on task and try your best at all times.
 - Complete all assignments and turn in when due.
- b) Inappropriate behavior:
 - Disturbing others.
 - Cheating.

1. Observe health and safety rules.

- a) Appropriate behavior:
 - Stay in designated school boundaries.
 - Follow the playground rules.
 - Walk on the sidewalks.
 - Use items only for their intended purposes.
 - Come to school neat, clean, and dressed appropriately to do your very best.
- b) Inappropriate behavior:
 - Play or loiter in the restroom

CHATOM CAMPUS RULES

Teachers: Please discuss these rules with your class.

Teachers and Aides: Please see that the children adhere to these rules when you notice infractions.

FYI: If a student appears to be seriously injured, DO NOT MOVE THEM; CONTACT THE OFFICE TO CALL 911.

GENERAL CAMPUS RULES:

- No students are to be on campus before 7:15 A.M., unless they arrive on the bus.
- No students are to be in front of school during recess or in the morning.
- At dismissal, students who ride the bus go directly to the bus loading area. **If they are not riding the bus, they go to a designated waiting area. If they do not have a signed parent/guardian note giving them permission to do something other than their usual dismissal routine, they will be instructed to follow their usual dismissal routine.**
- No loitering or playing in the rest rooms or at drinking fountains.
- Holding hands or other public displays of affection is not allowed.
- No gambling or trading of any kind is permitted. This includes sport and game cards.
- Keep your hands and feet to yourself. No pushing, kicking, hitting, spiting, or biting at any time.
- Shoestrings should be tied.

PLAYGROUND RULES:

- **Use good manners. Follow the rules!!**
- Gum and candy are not permitted at school or on the bus. It is permitted only at lunch (to be eaten with lunch while in the cafeteria)
- Use all equipment and structures properly.
- No horseplay (wrestling, crack-the-whip, tripping, tackling or tag at anytime (shadow tag is acceptable in the field ONLY)
- Do not climb trees.
- Get involved in a game.
- Do not bring toys to the playground. Items to share should be kept in a bag or backpack until class time.
- Playing or participating in a game with items in your mouth is prohibited.
- Preschool toys are not allowed on the playground.

- K-5th cannot bring toys, balls (softball, baseball, basketball) or games (radios, CD's, Walkmans) to school.
- Balls are to be kicked on the lawn area behind the school only.
- If a ball goes over the fence or into the parking lot, tell the yard supervisor. Do not go after it yourself.
- Report to yard duty supervisor if:
 - You are hurt (If it is a small scrape go to the restroom, clean it with soap and water.
 - You have a problem
 - Someone is bothering you, or physically assaults you.
 - You know of any incident that can potentially cause harm to you or others.
 - **DO NOT leave the playground without permission and a "pass" from the yard supervisor**
- No playing between the buildings.
- Doing stunts, flips, etc are not allowed.
- Anyone excused from P.E. may not participate in recess activities, or any other sports activity.
- Balls are not to be thrown against any buildings.
- Students are NOT to take food or snacks out on the playground.
- **Kindergarten restrooms are to be used by kindergarteners only during their recess time. The gate for the Kindergarten playground should be closed at all other times.**

PLAY STRUCTURE RULES 1st & 2nd GRADES:

- No running in structure area
- No jumping off structure

PLAY STRUCTURE RULES 3rd - 5th GRADES:

- No more than one on each piece of equipment
- No jumping off equipment
- Everyone goes in one direction.
- Proper usage of all equipment.

BLACKTOP/CEMENT RULES:

- DO NOT run on the blacktop/cement walk when going to or returning from recess or any other activity.
- No kicking balls on the blacktop/cement. (Only in the field)

- Do not hang from basketball rims or swing from volleyball/tetherball poles.
- When playing basketball, no more than 10 players at a time in a full court, and no more than 6 in a half court.
- No running through an activity that is in progress. (This does not apply to organized games confined within a court area).

JUMP ROPE RULES:

- Jump ropes are to be used for jumping ONLY.
- Jumping rope on blacktop/cement areas ONLY.
- When someone else is jumping others are to stay back out of the way of the rope. (Interference with someone else's jumping breaks the rule).
- Take a turn fuming the rope when you "miss" or interfere with another person who is jumping.
- Only one person jumps at a time with the small ropes. If long ropes are available two people may jump together.
- Line up for your turn.
- Jump ropes should not be left on the playground at the end of recess.
- Kindergarten teachers will adjust the rules to suit the grade level.

HANDBALL RULES:

- Use rubber balls only.
- No standing in front of wall when balls are being thrown.
- No going behind the wall during a game.

FIELD RULES:

- No climbing on goals or backstop.
- Do NOT go behind trees.
- Stay away from irrigation gates.
- No tag (shadow tag acceptable in the field).

SWINGS RULES:

- DO NOT JUMP OFF SWINGS! Use swings properly.
- No pushing from behind, no running in front, behind, or between the swings.
- Count to 40 swings per turn.

- No climbing or playing on the swing legs. Use swings, sitting flat on your bottom (No leaning back, standing up, etc.)

SLIDE RULES

- Sit flat on your bottom, go down feet first.
- DO NOT climb/walk up slide
- Only one person can go down at a time

LUNCHROOM RULES:

- Children waiting in line are to stand quietly and not bang on the walls.
- After picking up their lunch tray, students stop at the computer, give their first and last name to the lunch person, and then find a seat.

Appendix C; Questionnaire for Students & Adults

Chatom Union School District Safety Surveys

This year, staff, students and parents took the Chatom Union Safety Survey. Parents were sent the link via Parent Square, our parent communication app.

A list of the questions and data collected for the CUSD Student Safety Survey can be found on page 12. The online version of the survey was provided to students in both English and Spanish.

A list of the questions and data collected for the CUSD Family Safety Survey can be found on page 19. The online version of the survey was provided to parents in both English and Spanish.

A list of the questions and data collected for the CUSD Staff Safety Survey can be found on page 25.

The paper version of the CUSD Family Safety Survey can be found in both the Chatom and Mountain View school offices.

Appendix D; Child Abuse Reporting

Students

CHILD ABUSE PREVENTION AND REPORTING

Education Code 32282 requires that the district and/or school safety plan include child abuse reporting procedures. See AR 0450 - Comprehensive Safety Plan.

Definitions

AB 673 (Ch. 393, Statutes of 2007) amended Penal Code 11165.6 to clarify that the definition of child abuse or neglect includes death as well as physical injury, as specified in item #1 below.

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) Education Code 44807 provides that physical control of a student under the conditions specified in item #3 below is not subject to criminal prosecution or penalties.
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)

The following definition of "mandated reporters" does not list non-school persons (e.g., physicians, clergy members) who are also mandated to report suspected child abuse or neglect and may be revised to reflect additional positions applicable to the district as specified in Penal Code 11165.7.

Penal Code 11165.7 clarifies that volunteers whose duties require direct contact with and supervision of children are not mandated reporters. However, the law encourages such volunteers to obtain training in the identification and reporting of child abuse and neglect and to report known or suspected incidences of child abuse or neglect.

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

Pursuant to Penal Code 11166, the pregnancy of a minor, regardless of her age, does not, in and of itself, constitute a basis for a reasonable suspicion of sexual abuse.

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

AB 673 (Ch. 393, Statutes of 2007) amended Penal Code 11166 to clarify that a mandated reporter has a duty to report when acting in his/her professional capacity or within the scope of employment. When a mandated reporter is acting in a private capacity, then, like other private citizens, he/she has the discretion whether to make a report.

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)

Penal Code 11166.05 provides that reports may be made if a mandated reporter knows or suspects that a child is suffering serious emotional damage, as specified below. Penal Code 11167 specifies that, if such reports are made, they must conform to the procedures applicable to mandated child abuse reporting.

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)

Pursuant to Penal Code 152.3, it may be a misdemeanor, with specified exceptions, for a witness to not report a murder, rape, or lewd or lascivious act as defined in Penal Code 288(b)(1) where the victim is under age 14. Persons who fail to report such offenses may be subject to a fine and/or imprisonment.

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)

Penal Code 11166.01 provides that it may be a crime, punishable by a fine and/or imprisonment, for a supervisor or administrator to knowingly inhibit or impede a mandated reporter from making a report.

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

Penal Code 11165.9 specifies the agencies that are authorized to receive reports of suspected child abuse and neglect, as detailed in the following paragraph. The agency must accept a report even if it lacks subject matter or geographical jurisdiction to investigate the case; the agency is then responsible for referring the case to an agency with proper jurisdiction.

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 county welfare department. (Penal Code 11166)

It is recommended that the district's administrative regulation include the name, address, and phone number of the appropriate agencies in its area.

(Name of appropriate agency)

(Address)

(Phone number)

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

2. Written Report

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

Pursuant to Penal Code 11168, the Department of Justice form shall be distributed by the police department, sheriff's department, county probation department, or county welfare department as appropriate and is available on the Department of Justice's web site. It may also be made available at the district office or school site. The following optional paragraph should be revised to reflect district practice.

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

Penal Code 11167 requires the mandated reporter to give his/her name when reporting known or suspected child abuse. However, the reporter's name and the report are confidential and are only disclosed in limited circumstances provided by law.

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

Pursuant to Penal Code 11166, school districts may establish internal reporting procedures encouraging employees to notify supervisors and administrators of reports that are made. These internal procedures must not inhibit or impede immediate and direct reporting by employees to appropriate agencies. Penal Code 11167 prohibits internal procedures from requiring the employee to make a report to the district or requiring that the identity of the mandated reporter be disclosed to the district.

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal 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 the necessary 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

The following section is optional. Penal Code 11165.7 specifies that districts that do not provide training to employees who are mandated reporters must report to the California Department of Education (CDE) the reasons that training has not been provided; see the accompanying Board policy.

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)

Pursuant to Penal Code 11174.3, the representative of the investigating agency is designated as the person who informs the child of his/her right to the above choice.

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

Education Code 48987 requires the district to disseminate guidelines, upon request, advising parents/guardians of procedures for filing child abuse complaints. As required by Education Code 33308.1, the CDE has prepared sample guidelines (CDE Legal Advisory LO:3-93); however, the CDE has not updated these guidelines to reflect current law. Thus, the following paragraph specifies that, upon request, the district will provide parents/guardians with copies of the district's regulation or procedure. The following paragraph should be modified to reflect district practice.

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.

If a complaint is filed against an employee for suspected child abuse or neglect, the district should consider whether it is necessary to remove the employee from the job site during the course of the investigation. Student safety should be the primary factor in making this decision. Other factors may include collective bargaining ramifications, if any, and the effects of long-term reassignment or paid leave on district resources. It is also recommended that the district consult with legal counsel before taking any disciplinary action such as removal of an employee from the classroom.

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)

Parents/guardians of special education students also may file a complaint with the CDE as provided in the following paragraph. The CDE does not investigate allegations of child abuse or neglect but may investigate conditions that may involve immediate physical danger or threaten the health, safety, or welfare of the child and which may result in denial of a free appropriate public education.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California

Department of Education pursuant to 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 the 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)

Revised 5/08

Chatom Union School District

Child Abuse Reporting Policy

Board Policy

E5141.4(b)

STUDENTS

Child Abuse Reporting Requirements

Professions Code; unlicensed marriage, family and child counselor interns registered under Section 4980.44 of the Business and Professions Code; state or county public health employees who treat minors for venereal disease or any other condition; coroners; paramedics; and religious practitioners who diagnose, examine, or treat children.

“Child visitation monitor” means any person as defined in Section 11165.15

School District employees who work with students are “mandated reporters” and are expected to be informed of the above law and will comply with its provisions.

I have been informed of the District’s Board Policy on Child Abuse Reporting.

Printed Name

Signature

Date

This statement is a permanent record of the district. The cost of printing, distribution, and filing of these statements is borne by the district.

This subdivision is not applicable to persons employed by child protective agencies, public or private youth centers, youth recreation programs and youth organizations as members of the support staff or maintenance staff and who do not work with, observe, or have knowledge of children as part of their official duties.

Exhibit

approved: 5/08

Instruction

Emergencies and Disaster Preparedness Plan

The school district staff must be prepared to respond immediately and responsibly to any combination of events which threaten to result in a disaster as well as to a disaster, when it occurs.

The Superintendent shall develop and maintain a disaster preparedness plan which makes provisions for handling all foreseeable emergencies and disasters, and which shall also be adaptable for unforeseeable disasters. The plan shall be reviewed and updated at least annually. The plan shall include, but not be limited to, the following topics:

- Fire in a building of the district.
- Fire from an external source, such as a forest, brush, or grass fire.
- Civil defense, with procedures in the event of bombing or land attack.
- Bomb threat or actual detonation of a bomb.
- Natural disasters, i.e. floods, heavy snows, blizzards, torrential rains, earthquakes, or tornados.
- Man-made disasters, i.e. smog, riots, airplane crashes, or chemical accidents.
- The full outline of procedures can be found in every classroom, school site, and district in the Red School Emergency Response Procedures and Guidelines Flip Chart.

The Governing Board directs the Superintendent to establish procedures to be followed in case of earthquakes. Such procedures shall include, but not be limited to the following:

- A school building-disaster plan for maintaining the safety and care of students and district personnel.
- A DROP procedure.
- Protective measures to be taken before, during, and after an earthquake.
- A program to ensure that students and district personnel are aware of and properly-trained in the earthquake emergency procedure.
- Practice drills of DROP procedures shall be held periodically so that students and staff may be adequately prepared in case of an earthquake.

Emergency procedures which involve other local city and/or county agencies shall be discussed with those agencies to develop the best possible way of handling each situation and to reduce conflict and confusion where authority overlap occurs.

6114(b)

Instruction

Emergencies and Disaster Preparedness Plan

The district disaster preparedness plan shall be available to staff, students, and the public in the office of the Superintendent and in the office of each principal. Individual building disaster plans shall be provided to each teacher of the building and shall be available for public inspection at the office of the principal. The principal shall make certain that students and staff are familiar with the plan and shall periodically conduct

preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The Superintendent will appoint a committee each year to review the disaster preparedness plan and to make recommendations for changes and improvements.

Staff Responsibilities

1. Principal

The principal, or his/her designated representative, will assume overall direction of disaster procedures. Each principal shall prepare written disaster plans for his/her school and a copy shall be presented to the Superintendent.

The principal will:

- a) Direct evacuation of buildings, using fire signals and procedures, as required for fire, threatened explosion, or following cessation of earthquake tremors. Use manual bell for signals in case of power failure.

6114(c)

Emergencies and Disaster Preparedness Plan: (continued)

The Superintendent shall require principals to maintain working plans and procedures in line with the district plan. Site plans shall reflect the particular building diagram, architecture, site, location and special environment, ages of students, transportation facilities, and other appropriate concerns.

The plan shall be provided to all employees who shall be responsible for studying the plan and being prepared to operate effectively within its framework.

It is the desire of the Governing Board that at least one person at each site hold a valid certificate of proficiency in first aid.

The Governing Board of the school district 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, such services as the Governing Board may deem necessary to meet the needs of the community. (Education Code 40041.5)

Legal Reference: Education Code

- 32000-32004 Uniform fire signals (with requirement that every school building with capacity of 50 or more students be provided with a fire warning system.
- 32040 Duty to equip school with first aid kit
- 32200 Liability of employees for civil damage for injury during fire or other drill (shall not be held personally liable unless negligence or willful act of employee is proven)
- 35295 et seq. Earthquake emergency procedures
- 39834 Operating overloaded bus
- 40041.5 Use of school buildings and equipment for disaster shelters

- 46390-46392 Emergency average daily attendance in case of disaster, et. al.

Administrative Code, Title 5

- 550 Fire-drills
- 560 Civil defense and disaster preparedness plans

Policy adopted: 12/14/04

6114 (d)

Emergencies and Disaster Preparedness Plan

Refer to District Disaster Preparedness plan as adopted by school board on 9/12/89.

6114.1

Instruction Fire Emergency

In the event that fire is discovered in any of the school plants, the fire department shall be called immediately following giving the signal to evacuate the building.

The principal of each school shall hold at least one fire drill each month in which all pupils, teachers and other employees shall be required to leave the school building.

1. Students must leave the building in an orderly and rapid manner, and teachers are required to check to ascertain that no students remain in the building.

2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked. This demands close control of students.

3. A record shall be kept in the principal's office of each fire drill conducted. A copy of the record shall also be filed in the office of the superintendent.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic. Principals and teachers shall afford pupils such confidence as clarity of direction and supervision can contribute.

Legal Reference: Education Code

32000-32004 Uniform Fire Signals

32200 Fire Drills (re no liability for civil damages on account of injury or death of persons participating in fire drill)

Calif. Administrative Code, Title 5 550 Fire drills

Regulation Adopted: 12/14/04

Appendix F; Serious offenses that result in suspension, expulsion
Chatom Union School District Board Policy

BP 5144.1

Board Policy

Students

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. (cf. 5144 - Discipline)

The following optional paragraph excludes suspended or expelled students' participation in extracurricular activities.

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 Co curricular Activities)

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

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

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

Zero Tolerance

Although the term "zero tolerance" does not appear in law, the federal Gun-Free Schools Act (20 USC 7151) requires a district to expel for one year a student who brings a firearm to school. This requirement has commonly been labeled as "zero tolerance." Education Code 48915(c) also requires the mandatory suspension and recommendation for expulsion of students who possess, sell or furnish a firearm, brandish a knife, sell a controlled substance, commit or attempt to commit a sexual assault or sexual battery, or possess an explosive.

The extent to which a district can develop policies mandating a recommendation for expulsion beyond those specified in the Education Code is unclear. In *T.H. v. San Diego Unified School District*, a court upheld a district's zero tolerance policy that went beyond the requirements for "mandatory recommendation" for expulsion in Education Code 48915(c) because the policy did not interfere with a student's statutory right for due process or conflict with the Education Code.

The following optional section provides general language in support of zero tolerance as authorized by California law. Districts that wish to expand the policy to include zero tolerance for offenses beyond those in law should modify the following paragraph to specify grade levels to which the zero-tolerance policy applies and the specific offenses which result in suspension and expulsion, beyond those for which the law requires suspension and expulsion. It is also recommended that such districts notify parents/guardians and students about the district's policy. Such districts should also consult legal counsel as appropriate.

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

As an alternative to off-campus suspension, Education Code 48911.1 authorizes a supervised suspension classroom program for students who pose no imminent danger or who have not been recommended for expulsion, as specified below. Education Code 48911.2 states that if the number of students suspended during the past year exceeds 30 percent of the school's enrollment, the district should consider implementing this program and/or another program of on-campus progressive discipline.

In School Suspension:

Districts may implement a supervised suspension classroom program; such districts may continue to claim apportionments for students so assigned, provided they meet specific criteria which are set forth in the accompanying administrative regulation.

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.

Pursuant to Education Code 48911.2, schools may implement, in place of or in addition to the supervised suspension classroom program of Education Code 48911.1, programs involving progressive discipline using conferences, detention, student success teams, and/or referral to school support service staff.

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

off-campus suspensions.

Required Parental Attendance

AB 2855 (Ch. 895, Statutes of 2004) amended Education Code 48900.1 to no longer mandate the Board to adopt a policy on required parental attendance. However, Education Code 48900.1, as amended, provides that if the Board chooses to adopt such a policy, it must contain the components specified in the paragraphs below.

The following section is optional and should be deleted by districts that do not require parental attendance.

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

Whenever a student is suspended from class by a teacher because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities, or otherwise willfully defied valid staff authority, the teacher of the class from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in the class from which the student was suspended. (Education Code 48900.1)

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

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

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

Education Code 48900.1 requires that the notice specify when the parent/guardian must attend the class. The attendance may be either on the day the student is scheduled to return or within a "reasonable period of time," as specified in the district's policy. The following paragraph establishes a one-week deadline for the parent/guardian's attendance. This deadline may be modified to reflect district practice.

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

A parent/guardian who has received a written notice shall attend class as specified in the notice. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

Pursuant to Education Code 48900.1, the Board's policy must include procedures for contacting parents/guardians who do not respond to the request to attend and also take into account reasonable factors that may prevent the parent/guardian's compliance with a notice to attend. The following paragraph should be revised to reflect district practice.

The principal or designee shall contact a parent/guardian who does not respond to the request to attend school. The Board recognizes that parent/guardian compliance with this policy may be delayed, modified, or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements. Parents/guardians shall be notified of this policy prior to its implementation. (Education Code 48900.1)

Decision Not to Enforce Expulsion Order

Pursuant to Education Code 48917, a Board may decide to suspend the enforcement of an order for expulsion if the student satisfies specific conditions. See the accompanying administrative regulation for criteria. In addition, the Attorney General opined in 80 Ops.Cal.Atty.Gen. 85 (1997) that a Board may suspend the enforcement of an expulsion, even in those cases where the student has committed an offense for which expulsion must be ordered by law. Legal counsel should be consulted where appropriate.

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

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

49073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

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

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined
 243.2 Battery on school property
 243.4 Sexual battery
 245 Assault with deadly weapon
 245.6 Hazing
 261 Rape defined
 266c Unlawful sexual intercourse
 286 Sodomy defined
 288 Lewd or lascivious acts with child under age 14
 288a Oral copulation
 289 Penetration of genital or anal openings
 626.2 Entry upon campus after written notice of suspension or dismissal without permission
 626.9 Gun-Free School Zone Act of 1995
 626.10 Dirks, daggers, knives, razors or stun guns
 868.5 Supporting person; attendance during testimony of witness
 WELFARE AND INSTITUTIONS CODE
 729.6 Counseling
 UNITED STATES CODE, TITLE 18
 921 Definitions, firearm
 UNITED STATES CODE, TITLE 20
 7151 Gun free schools
 COURT DECISIONS
 T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
 Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
 Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321
 Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807
 Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
 John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
 ATTORNEY GENERAL OPINIONS
 84 Ops.Cal.Atty.Gen 146 (2001)
 80 Ops.Cal.Atty.Gen. 91 (1997)
 80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

WEB SITES

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

California Attorney General's Office: <http://www.caag.state.ca.us>

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

U.S. Department of Education, Office of Safe and Drug-Free Schools:
<http://www.ed.gov/about/offices/list/osdfs/index.html>

Revised 5/08

Appendix G; Bullying Policy

Bullying Policy

BP 5131.2

Students

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

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

(cf. 5131 – Conduct)

(cf. 5136 – Gangs)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 5145.9 – Sexual Harassment)

(cf. 5145.9 Hate-Motivated Behavior)

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

(cf. 5145.2 – Freedom of Speech/Expression)

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

(cf. 0420 – School Plans/Site Councils)

(cf. 0450 – Comprehensive Safety Plan)

(cf. 1220 – Citizen Advisory Committees)

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

(cf. 6020 – Parent Involvement)

Bullying Prevention

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

(cf. 5137 – Positive School Climate)

(cf. 6164.2 – Guidance/Counseling Services)

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

(cf. 6163.4 – Student Use of Technology)

(cf. 6142.8 – Comprehensive Health Education)

(cf. 6142.94 – History-Social Science Instruction)

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

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

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

Intervention

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

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

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

Complaints and Investigation

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

***Note: Districts have the authority to monitor students' use of the district's Internet system and to conduct individual searches of students' accounts if there is reasonable suspicion that a user has violated district policy or the law; see BP/AR 5145.12 – Search and Seizure and BP/AR 6163.4 – Student Use of Technology. ***

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

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

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

Discipline

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

(cf. 5138 – Conflict Resolution/Peer Mediation)

(cf. 5144 – Discipline)

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

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

(cf. 6159.4 – Behavioral Interventions for Special Education Students)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

48900-48925 Suspension or expulsion

48985 Translation of notices

PENAL CODE

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

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

653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

COURT DECISIONS

J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094

Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS

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

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

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

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Cybersaftey for Children: <http://www.cybersaftey.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use: <http://cyberbully.org>

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

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

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

Policy

Approved: June 19, 2012

Chatom Union School District

Turlock, California

SEXUAL HARASSMENT- STUDENTS BP 5145.7(a)

The Board of Trustees prohibits the unlawful sexual harassment of any students by an employee, student, or other person in or from the district. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature.

FORMS OF SEXUAL HARASSMENT

Sexual harassment may occur as a pattern of degrading sexual speech or action ranging from verbal or physical annoyances or distractions to deliberate intimidation and frank threats or sexual demands. Forms of sexual harassment include, but are not limited to, the following:

1. **Verbal Harassment** – Derogatory comments, jokes, or slurs, graphic verbal commentaries about an individual's body/dress or sexually degrading words used to describe an individual.
2. **Physical Harassment** –Unnecessary or offensive touching or impeding or blocking movement.
3. **Visual Harassment** –Derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures, suggestive or obscene letters, notices, or invitations.
4. **Sexual Advances** –Unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature upon which interferes with the school environment.
5. **Reprisals** –Making threats/reprisals after a negative response to sexual advances.

CONSEQUENCES FOR SEXUAL HARASSMENT

A pupil in grade four and above may be suspended and referred for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the student has committed sexual harassment. (Based on Ed. Code Section 48900.2) The Board of Trustees expects students or staff to immediately report incidents of sexual harassment to the principal designee or to another district administrator.

COMPLAINT PROCEDURES

Any student who feels that he/she is being harassed should immediately contact the principal/designee at his/her school. If a situation involving sexual harassment occurs, a complaint can be filed in accordance with AR 1312.1 –Complaints Concerning School Personnel or AR 1312.3 –Uniform Complaint Procedures. The principal/designee shall determine which procedure is appropriate. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concern.

Appendix I; Dress code prohibiting “gang-related apparel”

DRESS POLICY

Staff and students who are neat, clean, and appropriately dressed at school will contribute to an atmosphere conducive to learning. Inappropriate dress is defined as any attire that causes a distraction or a safety concern on campus.

Students are required to follow these rules:

1. Attire that is “gang-related” (as defined by local authorities), including solid gang colors, web belts, or gang-style bandanas or shoe laces are **not permitted** and may result in a referral to the local law enforcement gang task force.
2. Clothing with inappropriate writing, designs, or logos (including advertisements for tobacco, drug, or alcohol use) are not allowed.
3. Tank tops must have straps greater than 2” in width. Halter tops or backless clothing are not permitted. Off the shoulder shirts must have a 2” width strap shirt underneath. All tops must cover the belly when elbows are extended over the head. “Muscle” tanks are not allowed, and shirts without arms must fit snugly against the body.

4. Skirt length and short length must be long enough to reach the end of the student's fingertips when their arms are fully extended along their sides, or 4 inches below the inseam. Clothing shall not distract from the learning environment.
5. Pants must be worn securely at the natural waist. Sagging or oversized pants are NOT allowed.
6. Pants, skirts, and shirt straps of tops must cover underclothing.
7. Appropriate shoes must be brought and/or worn for P.E./athletics. Open back shoes are not permitted for P.E.
8. Hair color shall not distract from the learning environment (e.g. washable hair dye in primary colors).
9. Hats, caps, or sunglasses will not be worn in buildings during the school day.

STUDENT AND PARENT/GUARDIAN RESPONSIBILITIES:

1. Be aware of appropriate or inappropriate clothing as defined above.
2. Abide by the school's dress policy.

TEACHER RESPONSIBILITIES:

1. Be aware of appropriate or inappropriate clothing policy. Dress as defined above and model the dress code accordingly.
2. Refer students with the inappropriate dress to the principal.

ADMINISTRATOR RESPONSIBILITIES:

1. Supervise the implementation of this policy.
2. Notify the student and the parent of the action that may occur if the student wears inappropriate dress.
 - a) First infraction - Contact the parent and allow the pupil to change the inappropriate dress.
 - b) Second infraction - parent contact and detention. Warn of possible suspension for defying District policy.
 - c) Third infraction - Parent conference and suspension.

Gang-related Conduct and Activities

Gang-related conduct/activities on all school campuses and during all school sponsored activities are a threat to the safety of others and are strictly prohibited. The Board of Education intends to maintain campuses which are safe, secure and peaceful in accordance with the California State constitution.

Gang-related conduct/activities may include but are not necessarily limited to graffiti, apparel, colors, hazing, initiations, hand signals, clothing arrangements, trademarks, accessory items, or any other symbols or actions which would denote membership in such a group as identified by the administration or by law enforcement.

The Board finds that such gang-related acts, activities or appearances create a clear and present danger for the commission of unlawful acts on school premises, or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school. Students who engage in District determined gang-related activities shall be subject to disciplinary procedures outlined in the board-adopted discipline policy including suspension or expulsion from school.

Appendix J; Rules and procedures on school discipline

DISCIPLINE POLICY - Philosophy

Every school, just like any organization, must have a purpose. The Chatom Union School District's purpose is to provide opportunities for academic, personal, and social growth in a safe and productive environment. The means by which this environment can be established is through an effective discipline policy.

The Chatom Union School District believes that all children are entitled to the opportunities that teach self-control and develop emotional stability. Therefore, our schools will provide experiences which will promote understanding and attitudes that the students will need to function in our society today and in the future.

We believe that it is the shared responsibility of administrators, teachers and parents to provide a school environment which promotes positive student behavior and stresses the prevention of discipline problems.

Therefore, it is also our responsibility to establish rules and to enforce them in order to prevent disorder and chaos, and to allow all students to function productively. Students are expected to take advantage of the positive school environment to develop self control and emotional stability. Students who behave irresponsibly will be held accountable for their behavior. Teachers are expected to be role models for our students. They are also expected to exercise reasonable judgment in regard to discipline. Punitive actions will be taken appropriate to the infraction. Building cooperative relationships will be more likely lead to an effective learning environment. The Chatom Union School District has established the following discipline policy.

TEACHERS HAVE THE RIGHT TO TEACH AND STUDENTS HAVE THE RIGHT TO LEARN

1. Detention

A period of non-instructional time when the student is detained because of an infraction of school rules is called a detention (e.g., being benched during recess or staying after school).

2. In-school Suspension

In-school suspension temporarily removes a student from class. The student remains on campus during this time and is given an alternative assignment for the day. The determination for in-school suspension shall be made by the principal/designee.

3. Suspension

A disciplinary action which temporarily removes a student from the school is called a suspension. A suspension may last from one (i) to (5) days and is given as a result of one of the following student actions (Education Code Section 48900, 48900.2, 48900.3, 48900.4):

- S-1 Caused, attempted to cause, or threatened to cause physical injury to
another person
- S-2 Possessed, sold or furnishes any firearm, knife, explosive, or other
dangerous object
- S-3 Unlawfully possessed, used, sold, otherwise furnished, or been under the influence of, any controlled
substance, an alcoholic beverage, or an intoxicant of any kind
- S-4 Unlawfully offered, arranged or negotiated to sell any substance represented to be a controlled
substance, alcoholic beverage, or intoxicant of any kind and then either sold, delivered or attempted to
commit or furnished to any person another liquid, substance or material and represented the liquid,
substance, or material as a controlled substance, alcoholic beverage or intoxicant
- S-4 Committed or attempted to commit robbery or extortion
- S-6 Caused or attempted to cause damage to school or private property
- S-7 Stolen or attempted to steal school property or private property
- S-8 Possessed or used tobacco, or any products containing tobacco or
nicotine products, including, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco,
snuff, or chew packets, etc.
- S-9 Committed an obscene act or engaged in habitual profanity or vulgarity
- S-10 Unlawful possession of, or unlawfully offered, arranged, or negotiated to
sell any drug paraphernalia
- S-11 Disrupted school activities or otherwise willfully defied the valid authority of supervisors,
teachers, administrators, school officials, or other school personnel engaged in the performance of
their duties

S-12 Knowingly received stolen school property or private property

S-13 Committed or attempted to commit a sexual assault as defined in Sections 261,266c, 286,2883, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

S-14 Possessed an imitation firearm (a replica of a firearm as to lead a reasonable person to conclude that the replica is a firearm)

S-15 Caused, attempted to cause, threatened to cause or participated in an act of hate violence (gr.4-12)

S-16 Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both.

A pupil may be suspended or expelled for acts related to school activity or attendance which occur at anytime, including, but not limited to, any of the following:

- *While on school grounds

- * During the lunch period

- *While coming to or going from school.

- *During or while going to and from a school sponsored activity

4. Pre-Expulsion

A disciplinary action that may remove a student from his/her school or current program of attendance and put that student on a probationary status is called pre-expulsion. Pre-expulsion status may last from one semester to a school year depending on the severity of the student's infraction of Education Code Sections 48900,48900.2,48900.4 and 48915. A student maybe recommended for expulsion from the district but may be given pre-expulsion status if the violation of stated Education Code Sections are not mandatory expulsions.

5. Expulsion

An action by the Board of Trustees removing a student permanently from all schools within the District for misconduct is called an expulsion. Such action is **recommended by the** principal or the Superintendent, An expulsion referral can occur because of any one of the actions listed under "Suspension" depending on the severity and/or frequency of the action(s).

Examples: A student found to be in possession of a firearm, knife or explosive will be immediately suspended and recommended for expulsion. (Education

Code 48915). Mandatory expulsion, for use of weapons and sale of controlled substances shall be implemented.

Expulsion of Students in Special Education - The Board of Trustees may vote to expel students in Special Education only if all of the following conditions are met:

- 1) An individualized education program team meeting is held and conducted
- 2) The team determines that the misconduct was not caused by, or was not a direct manifestation of the pupil's identified disability
- 3) The team determines that the pupil had been appropriately placed at the time the misconduct occurred

6. Zero Tolerance

The Chatom Union School District has established a Zero Tolerance Policy. Any student found in possession of weapons or other injurious objects or in possession to use or sell controlled substance will be recommended for the expulsion process.

7. Electronic Signaling Devices

(including beepers and cellular phones) Education Code 48901.5 specifically states the prohibition or possession or use of any electronic signaling devices, including, but not limited to, paging and signaling equipment, by students of the school while the pupils are on campus, while attending school sponsored activities, or while under the supervision and control of school district employees, without prior consent of the principal or designee.

STUDENT'S RESPONSIBILITIES

1. Follow the district and school rules and regulations.
2. Recognize the authority of all school personnel including teachers, administrators
and other employees who have student supervisory assignments.
3. Respond to the staff in actions that show individual respect.
4. Refer to district and school handbook and individual classroom rules for specific discipline policies.

PARENT/GUARDIANS' RESPONSIBILITIES

1. Read and support District and school rules and regulations.
2. Discuss all components of the District Basic Commitment Program with your child.

3. Refer-to district and school handbook for specific discipline policies.
4. Respond to the school staff in a fashion which shows individual respect.

TEACHERS' RESPONSIBILITIES

1. Support and enforce all school rules and regulations fairly within classroom, halls, and playground.
2. Provide the Principal with a copy of classroom rules and post them in the classroom.
3. Respond to students and parents in a fashion which shows individual respect.
4. Suggest conferences with parents, administrators and other appropriate staff concerning students who demonstrate a need to learn appropriate behavior.

ADMINISTRATORS' RESPONSIBILITIES

1. Use positive reinforcement measures and/or disciplinary measures for those students who demonstrate unacceptable behavior and who fail to honor the policy.
2. Contact parents when these behaviors become chronic in nature to involve them in corrective actions with their child.
3. Give suspensions from one (1) to five (5) days to students when other means of correction fail to bring about good conduct or when the action of that student presents a danger to persons, property or threatens to disrupt the educational process.
4. Implement all other aspects of this policy.

SCHOOL SITE RESPONSIBILITY

1. To develop, communicate to the school community, and enforce a school-wide discipline plan.

COMMUNITY RESPONSIBILITY

1. On a limited basis the community police may cooperate with the Chatom Union School District and the administration in the investigation of incidents where the law may have been violated.

Appendix K; Emergency Procedures

EMERGENCY PROCEDURES

The Emergency Response Procedures flip charts are posted in each classroom.

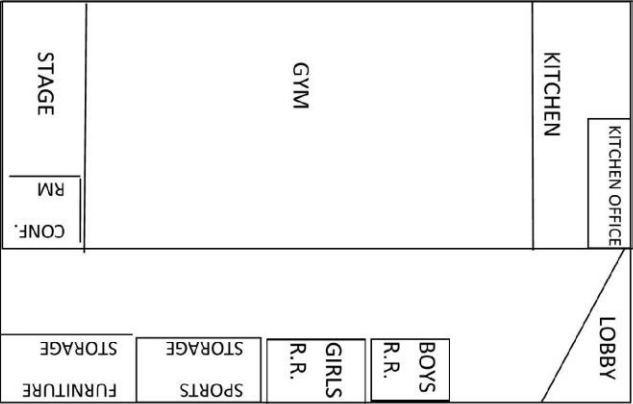
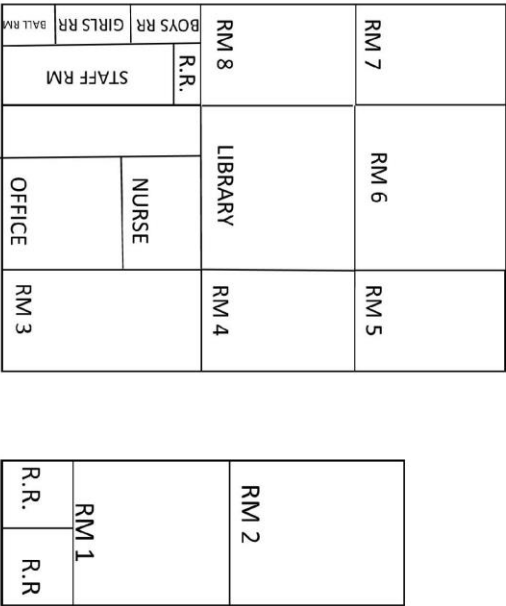
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Mountain View Middle School
Campus Map



MAIN STREET
PARKING LOT



CROWSLANDING ROAD PARKING LOT



2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Chatom Union School District	Chatom Union School District	Cherise Olvera Superintendent	colvera@chatom.k12.ca.us 209-664-8505

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on June 3, 2025 and adopted by Chatom Union School District on June 24, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Chatom Union School District will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

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

- Short messaging service (SMS)
- Phone Calls
- Email
- Social Media
- Parent Square

Plans for Unforeseen Events

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

The district's main method of two-way communication is Parent Square, although email and social media are also used to share messages with and respond to families. If our phone lines are down and/or campus is closed, administration and other personnel are able to communicate with families remotely through Parent Square, email and/or social media.

Support for Unique Needs

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

The district's mental health team, along with teachers, support staff and administration, are an integral part of student support. All departments collaborate to identify social-emotional, mental health and academic needs to promote a multi-faceted approach to student support. If a student needs additional social-emotional or mental

health support, our school counselor and/or behavioral health clinician provide support to the student and/or their family. If a student needs academic support, classroom teachers work with administration and families to utilize the Student Study Team process to put academic reinforcements in place which promote student success. In the Chatom Union School District, supports for social-emotional well-being, mental health and academic needs are interwoven. In the event of a natural disaster or emergency, these systems will still be in place.

Access to Instruction

Timeline for Access to Instruction

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

As required, Chatom Union School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

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

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

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

In cooperation with the Office of Emergency Services (OES), along with local law enforcement and public utility companies, in-person access to instruction will be relocated to the opposite school site when possible. For example, if there is an event or natural disaster where Chatom Elementary is impacted, students may utilize facilities at Mountain View Middle School. On the contrary, Mountain View Middle School students may utilize facilities at the Chatom Elementary campus.

Dependent on conditions at each site, in-person instruction instruction will resume onsite when the following conditions have been met:

1. When evacuation orders have been lifted by the Office of Emergency Services.
2. When power and utilities functioning properly and safely, as determined by Turlock Irrigation District.
3. When air quality is healthy, if air quality was impacted.
4. When there is access to safe and clean water through faucets and/or onsite water dispensers.

5. When campus is free from debris and hazards, as determined by Chatom Unified School District Director of Maintenance and Transportation.
6. When sufficient staff is available and can safely return to campus.
7. When kitchens are operational for meals. Meals are cooked at Chatom Elementary School and transported to Mountain View Middle School, so it is pertinent that the Chatom Elementary kitchen is operable.

Additionally, it is recommended that the following be in working condition prior to resuming in-person instruction:

8. When internet fiber lines are connected and functioning.

Remote Instruction

Plans for remote instruction.

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

All students are able to obtain independent study work for up to fifteen calendar days under normal circumstances. In the event of an emergency or natural disaster, the district would follow California Educational Code and/or state guidelines to implement an extended independent study program for students. At minimum, students would have access to hard copies of standards-aligned curriculum.

All Chatom Union School District students also have a district-issued Chromebook that they may use to access online assignments. If the student does not have internet service at home but can safely travel to either the Chatom Elementary campus or Mountain View Middle School campus, they are able to access district Wifi in the school parking lot. If they do not have internet access and cannot travel to either campus, they will complete hard copies of assignments.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

Students will receive digital materials through Google Classroom. If a student does not have internet access, they will receive printed materials at a safe distribution location.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Students will access digital assignments and submit completed assignments through Google Classroom. If a student does not have internet access, they will submit their printed/handwritten assignments at a safe drop-off location.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

If students can be relocated to the other school campus within the district, the district's preference is to keep students local. If both campuses are closed, the district will consider an alternate location prior to utilizing other school districts, county office of education or charter schools.

Instructional Continuity

Communication Protocols

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

Communication with families, students and staff will take place through Parent Square, email, social media, phone calls and/or the school marquee. Methods of communication will vary depending on the emergency or natural disaster.

Initial communication regarding an emergency or natural disaster will occur as soon as one or more methods of communication is/are available to district personnel. Subsequent communication will occur once per week at minimum.

Technological Readiness

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

All students are able to obtain independent study work for up to fifteen calendar days under normal circumstances. In the event of an emergency or natural disaster, the district would follow California Educational Code and/or state guidelines to implement an extended independent study program for students. At minimum, students would have access to hard copies of standards-aligned curriculum.

Chatom Union School District staff and students utilize online learning platforms, including but not limited to Google Classroom and Jupiter grades, which enable staff and students to be technologically prepared in the event of an emergency or natural disaster.

All Chatom Union School District students also have a district-issued Chromebook that they may use to access online assignments. If the student does not have internet service at home but can safely travel to either the Chatom Elementary campus or Mountain View Middle School campus, they are able to access district Wifi in the school parking lot. If they do not have internet access and cannot travel to either campus, they will complete hard copies of assignments.

Instruction and Assessment

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

Teachers will focus on standards-aligned learning objectives to prioritize mastery of essential standards in each grade level. To monitor student progress, teachers will assess paper or digital assignments. Teachers will offer in-person and online tutoring/office hours when possible.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

Teachers will post lessons asynchronously, hold synchronous virtual class meetings, personalize learning tools (i.e. paper packets), schedule in-person or virtual teacher appointments, schedule email check-ins with parents or students and/or host virtual office hours for parents or students.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEPs will continue to be provided and maintained in accordance with each student's IEP. Teachers will post lessons asynchronously, hold synchronous virtual class meetings, personalize learning tools (i.e. paper packets), schedule in-person or virtual teacher appointments, schedule email check-ins with parents or students and/or host virtual office hours for parents or students.

English Learners (EL)

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

Teachers will post lessons asynchronously, hold synchronous virtual class meetings, personalize learning tools (i.e. paper packets), schedule in-person or virtual teacher appointments, schedule email check-ins with parents or students and/or host virtual office hours for parents or students. Students will have similar access to bilingual paraprofessionals who can assist them with language barriers.

Professional Learning

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

Professional learning opportunities and resources will be provided to staff if remote instruction is necessary. Such professional learning may be held in person or digitally, depending on the circumstances surrounding the emergency or natural disaster. Teachers are familiar with digital curriculum, as most district curriculum has been digitized. Therefore, professional learning in the area of curriculum training will not be an immediate need.

Well-Being and Support Services

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

The LEA will provide access to physical and mental health professionals, including those who speak languages other than English, by utilizing the district's mental/behavioral/physical health professionals. The district currently has a school counselor who is employed .4 FTE, a bilingual behavioral clinician who is employed 1.0 FTE and a school nurse who is employed 1.0 FTE. Translation services are provided by school secretaries if the counselor or nurse need to communicate with bilingual families.

Access will be through Parent Square, email, Google Classroom and/or phone.

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

In the event of a natural disaster or emergency, communication will be sent to families to direct them to safe water and medication access.

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

Special education students will receive services as prescribed in each student's IEP. General education and special education teachers will post lessons asynchronously, hold synchronous virtual class meetings, personalize learning tools (i.e. paper packets), schedule in-person or virtual teacher appointments, schedule email check-ins with parents or students and/or host virtual office hours for parents or students. After school programs and food services will be provided to students when available; communication in regards to these services will be shared with families when the district is able to determine availability of programs. This will be determined based on the severity of natural disaster/emergency.

Site-Based Collaboration

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

Administrators, faculty, information technology, staff, students and parents collaborated in the development of this ICP in conjunction with the development of the Chatom Union School District's Comprehensive Safety Plan. This District's original learning continuity plan, which focused on the COVID-19 pandemic, was developed in 2021 with input from district educational partners.

Return to Site-Based Learning

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

In cooperation with the Office of Emergency Services (OES), along with local law enforcement and public utility companies, in-person access to instruction will be relocated to the opposite school site when possible. For example, if there is an event or natural disaster where Chatom Elementary is impacted, students may utilize facilities at Mountain View Middle School. On the contrary, Mountain View Middle School students may utilize facilities at the Chatom Elementary campus.

Dependent on conditions at each site, site-based learning will resume when the following conditions have been met:

1. When evacuation orders have been lifted by the Office of Emergency Services.
2. When power and utilities functioning properly and safely, as determined by Turlock Irrigation District.
3. When air quality is healthy, if air quality was impacted.
4. When there is access to safe and clean water through faucets and/or onsite water dispensers.
5. When campus is free from debris and hazards, as determined by Chatom Unified School District Director of Maintenance and Transportation.
6. When sufficient staff is available and can safely return to campus.
7. When kitchens are operational for meals. Meals are cooked at Chatom Elementary School and transported to Mountain View Middle School, so it is pertinent that the Chatom Elementary kitchen is operable.

Additionally, it is recommended that the following be in working condition prior to resuming in-person instruction:

8. When internet fiber lines connected and functioning.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Chatom Union School District's Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

Annually, in conjunction with the development of the Chatom Union School District's Comprehensive Safety Plan.