

Blochman Union School District  
Benjamin Foxen School \* 4949 Foxen Canyon Road  
Santa Maria, CA 93454 \* (805) 937-1148

---

**BOARD OF TRUSTEES AGENDA**

**Tuesday, November 14, 2023**

**Library**

**5:30 p.m. – Regular Session**

*Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours. Individuals who require special accommodations including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable time before the meeting date. Board agendas can be found on the district's website at [www.blochmanusd.org](http://www.blochmanusd.org).*

**Governing Board Members**

Shannon Clay, President

Kelly Salas-Ernst, Clerk

Thomas Gibbons, Trustee

Daniella Pearce, Trustee

Jeania Reasner, Trustee

- I. PUBLIC SESSION: 5:30 p.m. Call to Order and Flag Salute**
- II. Welcome Guests**
- III. Reports**
  - A. Charter School Reports**
    - i. Family Partnership Charter School
    - ii. Trivium Charter School
    - iii. Trivium Charter School: Adventure
    - iv. Trivium Charter School: Voyage
  - B. Teacher Reports**
  - C. Superintendent/Principal's Report**
- IV. ITEMS SCHEDULED FOR INFORMATION**
  - A. Facilities use – none**
- V. ITEMS SCHEDULED FOR DISCUSSION**
  - A. Facilities update**
  - B. Electrical Distribution System Assessment**
  - C. Local Control and Accountability Plan (LCAP)**
- VI. CONSENT AGENDA ITEMS**
  - A. Approval of Minutes**
    - i. Minutes of October 10, 2023 Regular Meeting

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the minutes as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

---

**B. Approval of Monthly Warrants – October, 2023**

<b>i. Commercial Warrants</b>	<b>\$ 418,355.02</b>
<b>ii. Payroll</b>	<b>\$ 104,888.51</b>
<b>iii. Revolving Fund</b>	<b>\$ 100.00</b>
<b>TOTAL</b>	<b>\$ 523,343.53</b>

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

---

**VII. ITEMS SCHEDULED FOR ACTION**

**A. Approval of Benjamin Foxen Elementary School October 2023 Attendance Report**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the Benjamin Foxen Elementary School October 2023 Attendance Report as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

---

**B. Approval of the Blochman Union School District's 2023/2024 Comprehensive School Safety Plan.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the Blochman Union School District's 2023/2024 Comprehensive School Safety Plan as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

**C. Approval of the 2022/2023 Blochman Union School District Annual and Five-Year Developer Fee report.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the 2022/2023 Annual and Five-Year Developer Fee report as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

---

**D. Approval of revised board policies:**

- i. BP0410; BP1312.2; AR1312.2; E1312.2-E1; BP 1312.3; AR 1312.3; AR1312.4; E(1)1312.4; E(2)1312.4; BP5145.3; BP6143; AR6143; BP6161.1; AR6161.1; E(1)6161.1; BP6161.11; BP6163.1**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve revised board policies as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

---

**E. Approval of the Santa Barbara SIPE District Personnel to Fulfill Positions.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the Santa Barbara SIPE District Personnel to Fulfill Positions as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

---

**F. Approval of Resolution 2023-11-14 and Notice of Completion for the MUR and School Renovation Phase I completion.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve Resolution 2023-11-14 and Notice of Completion for the MUR and School Renovation Phase I as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

**G. Approval of donations:**

- i. Doug Brown, \$325; ASB 8<sup>th</sup> Grade Class**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the donations as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

---

**H. Approval of inter-district transfers.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the inter-district transfers as presented:**

**MOVED:**

**SECOND:**

**VOTE:**

**Shannon Clay:**

**Jeania Reasner:**

**Daniella Pearce:**

**Kelly Salas-Ernst:**

**Thomas Gibbons:**

---

**VIII. PUBLIC COMMENTS**

**PUBLIC COMMENTS ARE WELCOME**

The Blochman Union School District will receive public comments about items not appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

**IX. MISCELLANEOUS AGENDA ITEMS**

**A. Items Proposed for Future Action or Discussion**

**B. Blochman Union School District Board Member Items**

**C. Items not on the Agenda**

D. Next regularly scheduled board meeting: December 12, 2023, open session at 5:30 p.m., Library. This meeting will also be the annual organizational meeting.

X. CLOSED SESSION – The board will consider and may act upon the following items during closed session:

A. Certificated and Classified Personnel Actions

i. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations.

XI. RECONVENE IN OPEN SESSION

A. Report of action taken during closed session.

XII. Adjourn

TIME: \_\_\_\_\_

MOVED:

VOTE:

Shannon Clay:

Daniella Pearce:

Thomas Gibbons:

SECOND:

Jeania Reasner:

Kelly Salas-Ernst:

---



V - B

# BUSD Foxen Elementary School

EXISTING ELECTRICAL DISTRIBUTION SYSTEM ASSESSMENT  
10/30/2023



**Table of Contents**

Introduction and Campus Map	Page 3
Site Service and Site Utility Distribution	Page 4
Main Switchboard	Page 5
Panelboards	Page 6-9
Summary	Page 10
Opinion of Probable Construction Costs	Page 11



## Foxen Elementary School Electrical Distribution System Assessment

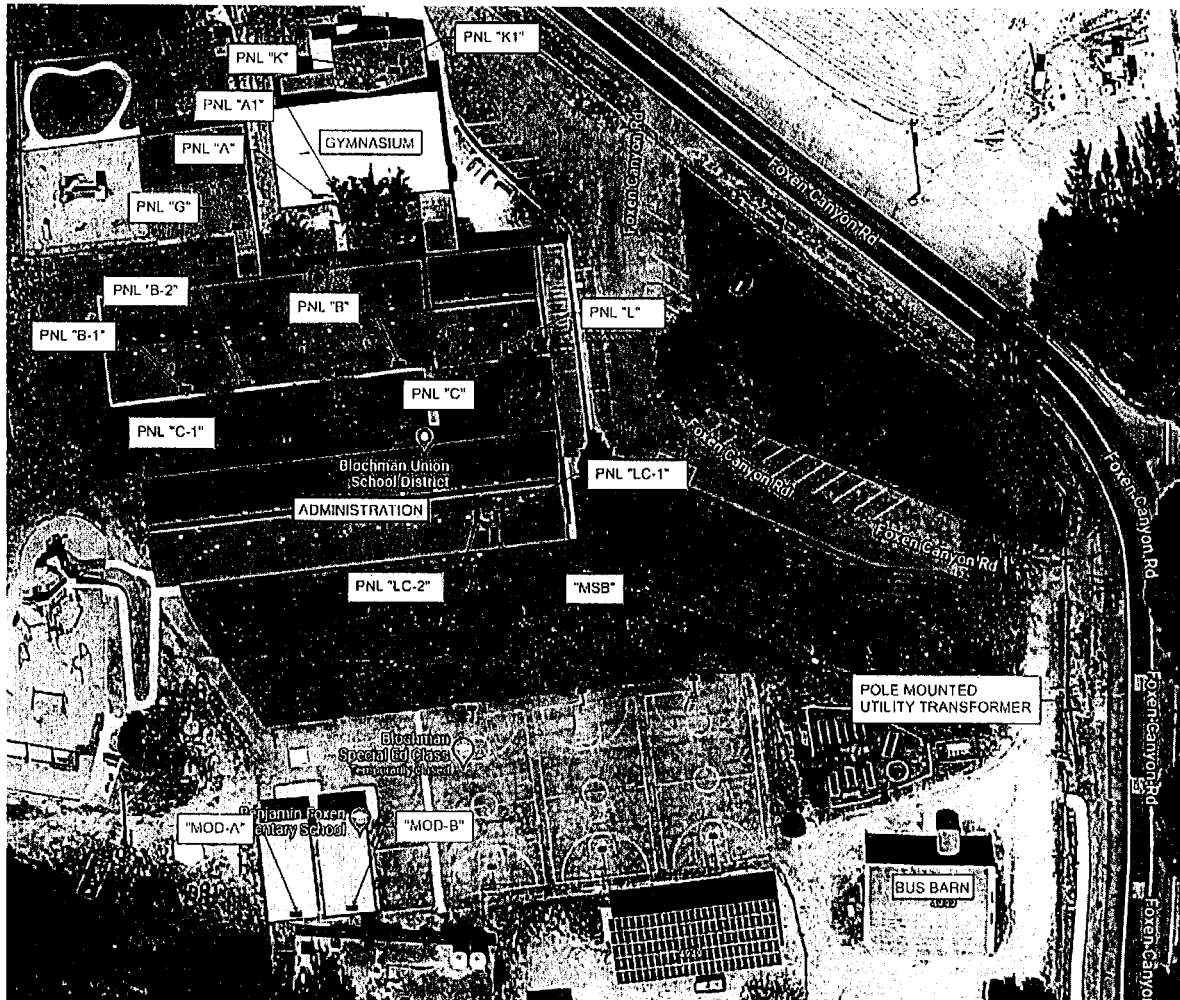
### Introduction

Tk1sc performed an on-site assessment of the electrical distribution system on the Foxen Elementary School campus.

The information in this report is based on observations on site and our discussion with campus staff on August 29, 2023. An underground utilities survey (e.g., C-below) was not provided at the time of this report. This was a visual inspection of the exterior of the electrical equipment only and no testing or interior inspection was performed.

The following observations and recommendations are offered for consideration.

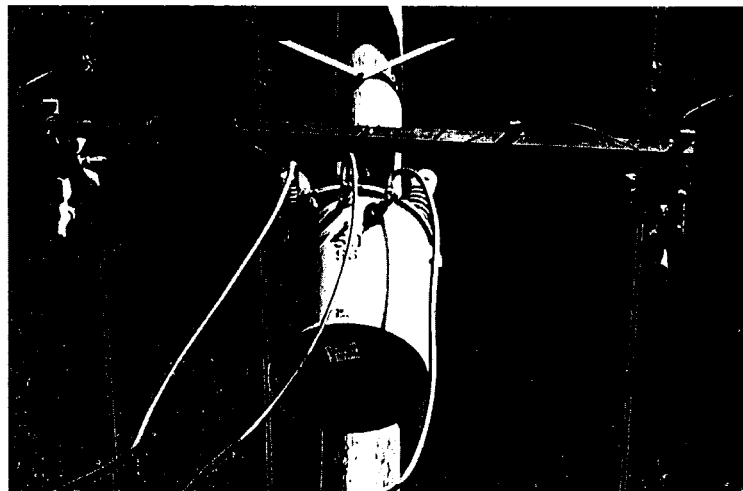
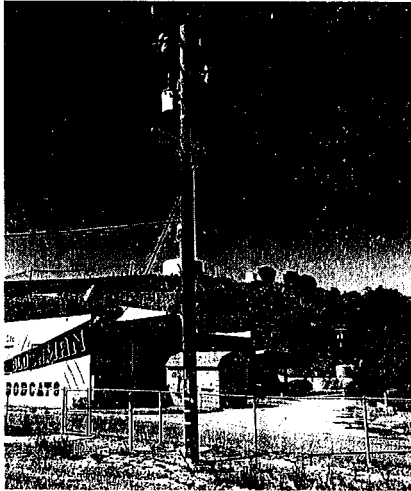
### Campus Map



## Electrical Service and Site Utility Distribution

### Existing Conditions

The electrical utility distribution to the campus consists of an underground feeder routed to the main switchboard in the administration building and an overhead feed to the adjacent bus barn building. These services originate on the east side of the campus from a pole mounted utility transformer located adjacent to the street.



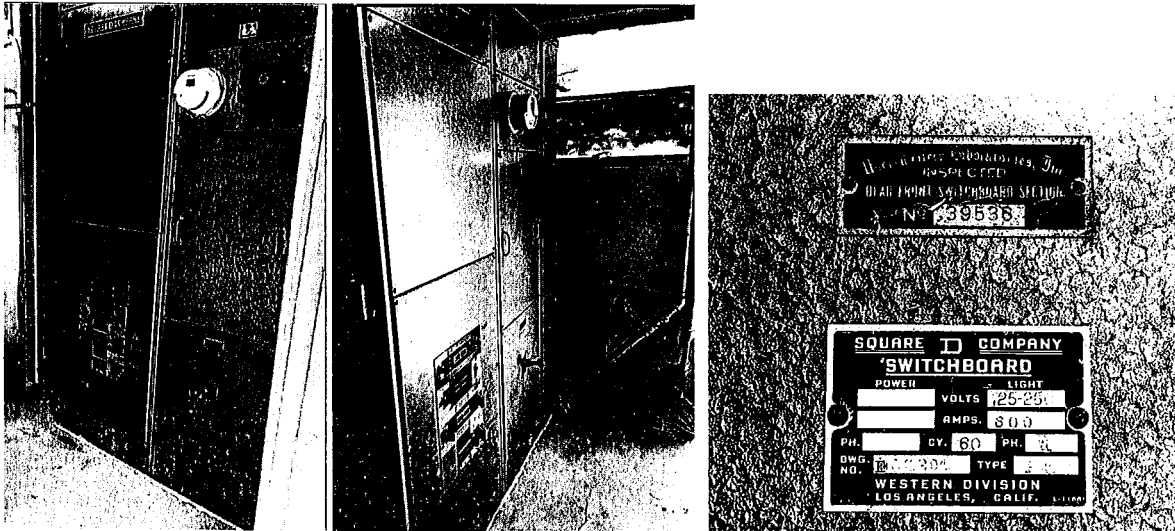
### Recommendation

The existing underground utility feeder should be scanned and located prior to any new construction work. The existing overhead feed to the bus barn and photovoltaic system appears to be in good shape with no upgrades required. The underground utility feed to the main campus will need to be replaced for the proposed electrical distribution system upgrade. Please see additional information below.

## Main Switchboard

### **Main Switchboard MSB:**

The service is fed underground from the pole mounted utility transformer and is located in the Administration building. This service is 120/240V, 1 phase, 3 wire and is rated at 600A. The manufacturer is Square D.



### Recommendation

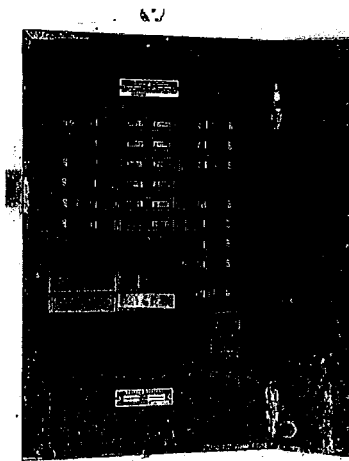
This service appears to be original equipment installed when the school was built and is approximately 60-70 years old. The switchboard is long past it's expected life span and should be replaced. A new 208Y/120V, 3 phase, 4 wire switchboard should be installed with a new pad mounted utility transformer. This new switchboard will provide power to new panelboards in each of the buildings with feeders routed underground to each building as required.

## Panelboards

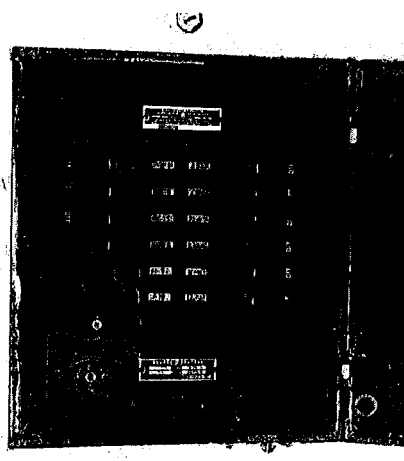
The existing panelboards throughout the campus are either flush or surface mounted panels. The manufacturers are Square D, Challenger, Murray, Westinghouse, I.T.E. and G.E. The manufacturer of the panelboards in the relocatable buildings is unknown.

Administration Building:

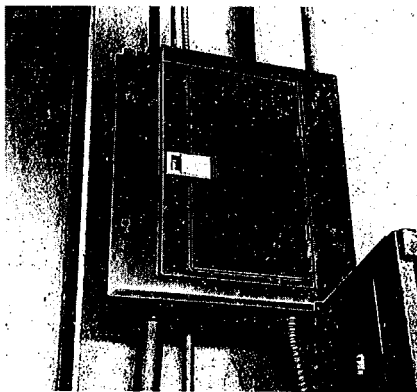
Panel C, C-1, LC-1, and LC-2



Panel C (Square D)



Panel C-1 (Square D)



Panel LC-1 (Challenger)



Panel LC-2 (Murray)

## Recommendation

Panel C and C-1 are original equipment to the campus and are long past their expected life span. These panels should be replaced. Panels LC-1 and LC-2 are in serviceable condition however the mounting locations for each of these panels is a code violation due to working clearance and accessibility. These panels should be relocated.

Classroom/Library Building:

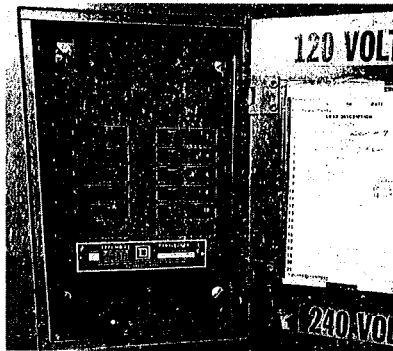
Panel L, B, B-1, and B-2



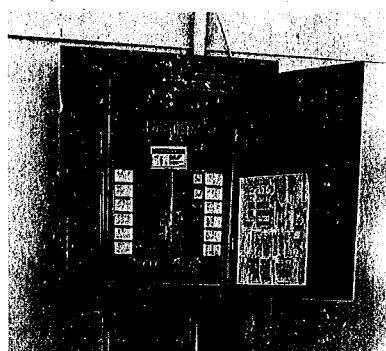
Panel L (Square D)



Panel B (G.E.)



Panel B-1 (Square D)



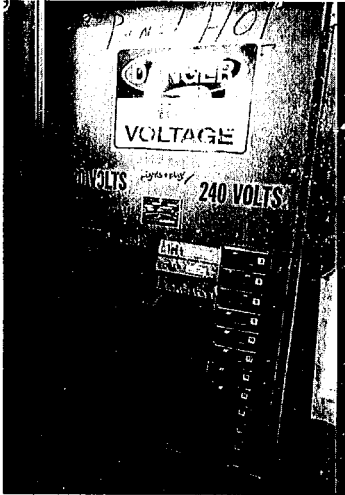
Panel B-2 (Westinghouse)

Recommendation

Panel L is original equipment to the campus and is long past its expected life span. This panel should be replaced. Panel B appears to be serviceable but should be replaced due to age. Panels B-1 and B-2 are in serviceable condition however it should be noted that the code required working clearance in front of the panels B-1 and B-2 has been infringed upon with various classroom items.

Gymnasium/Kitchen Building:

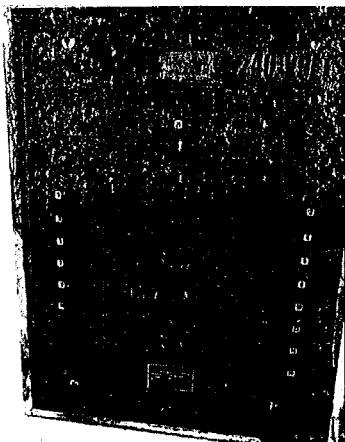
Panel A, A-1, K, and K-1



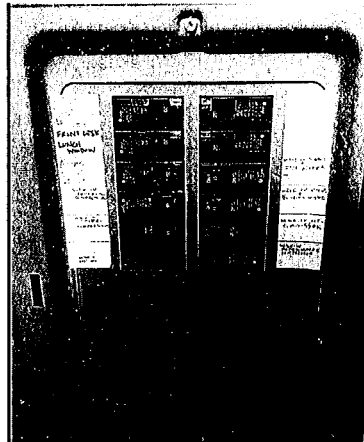
Panel A (G.E.)



Panel A-1 (Murray)



Panel K (G.E.)



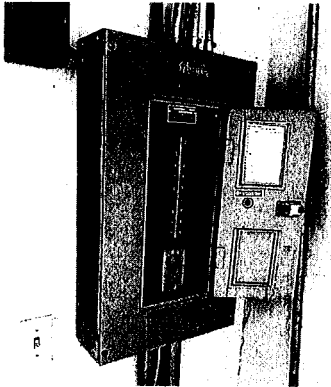
Panel K-1 (Murray)

## Recommendation

Panels A and K appear to be original equipment to the building, installed approximately 1957. These panels are long past their expected life span and should be replaced. Panels A-1 and K-1 are in serviceable condition.

Small Classroom Building:

Panel G



Panel G (I.T.E.)

Recommendation

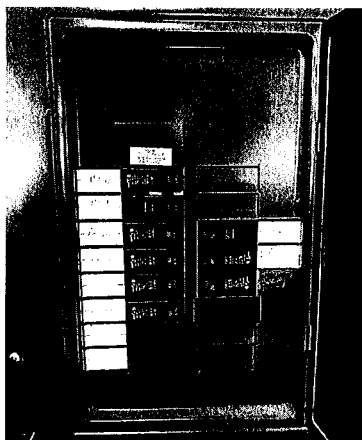
Panel G appears to be original equipment to the building. This panel may be serviceable but should be replaced due to age.

Modular Buildings:

Panel MOD-A and MOD-B



Panel MOD-A (Unknown)



Panel MOD-B (Unknown)

Recommendation

Panels MOD-1 and MOD-2 appear to be in serviceable condition and no modifications are required.



**Summary**

The existing electrical distribution system for the school is antiquated and should be replaced. This includes the main switchboard, all noted panelboards and distribution feeders. Our recommendation is to provide a new 208Y/120V, 3 phase, 4 wire main switchboard with a new pad mount utility transformer. This switchboard can be located adjacent to the existing main switchboard on the exterior of the building and new underground feeders can be routed from this switchboard to each building. The existing panelboards needing replacement can typically be replaced with new in their existing locations. The new panelboards will provide additional load capacity and additional circuits for any new loads. The addition of new panelboards and feeders will eliminate the subfeeds to a number of panels allowing for power to be shut down per panel rather than shutting down each building.

The new main switchboard will be sized based on existing demand loads plus any projected future loads, such as the addition of HVAC.

END OF ASSESSMENT

**Opinion of Probable Construction Costs**

Based on the above information and the plan drawings showing the proposed changes our opinion of probable construction cost for these modifications will be \$205,000.00. Note that this an opinion of cost only. We recommend that a construction cost estimating firm be retained to provide more definitive pricing.

V - C

**BLOCHMAN UNION SCHOOL DISTRICT**  
**2024/2025 LCAP BOARD REPORT**  
**NOVEMBER 2023**

1. Current LCAP plan (Note: the entire plan can be found on the district's website, located at <https://www.blochmanusd.org/lcap/>.)
  - a. Goal 1 - Improve math test scores
  - b. Goal 2 - Improve science test scores
  - c. Goal 3 – Improve ELPAC test scores and reclassification rates for English Language Learner (ELL) students
  - d. Goal 4 - Improve school engagement including parent involvement, pupil engagement, and school climate.
  - e. Goal 5 - Improve English Language Arts test scores
2. Mid-Year update due in February
3. Questions/comments



VI - A

**BOARD OF TRUSTEES MINUTES**

**Tuesday, October 10, 2023**

**Library**

**5:30 p.m. – Regular Session**

A regular meeting of the Board of Education of the Blochman Union School District was held at the Benjamin Foxen Elementary School Library on October 10, 2023.

Members present: Shannon Clay, Daniella Pearce, Jeania Reasner, Kelly Salas-Ernst. Absent: Thomas Gibbons.

- I. PUBLIC SESSION: Mrs. Clay called the meeting to order at 5:31 p.m., led the flag salute, and welcomed guests.**

**II. Reports**

**A. Charter School Reports**

- i. **Family Partnership Charter School** – see report attached to the end of the minutes.
- ii. **Trivium Charter Schools** – Trisha Vais reported that they just finished fall break. Enrollment is almost 900 students. They have a laser tag event scheduled in November. Trisha will be attending the A+ conference where she will be a presenter on human resource issues.

**B. Teacher Reports** – none.

**C. Superintendent/Principal's Report** – Doug Brown reported that current enrollment is 197. Grades TK-2 went on a field trip to Avila Barn. Grades 5-6 went to the Dana Adobe and Cultural Center. Next week there will be I-Ready training for the teachers. The Halloween Carnival will be held on October 31. Students in the upper grades are planning the games. The volleyball team is doing well. The last game is tomorrow and there is a tournament on Saturday. Thank you to coaches Jen Arkinson, Sara Edwards, and Jessica Negrete. Parent/teacher conferences were held on September 27 – 29. Parent attendance was almost 100%. Parents reported that they are happy with the school. The new chef in the cafeteria is doing really well.

**III. ITEMS SCHEDULED FOR INFORMATION**

**A. SBCEO Approval of the 2023/2024 Adopted Budget**

**B. SBCEO Approval of the 2023/2024 LCAP**

**C. Facilities Use** - none.

**IV. ITEMS SCHEDULED FOR DISCUSSION**

**A. Facilities**

- i. **General Maintenance** – Mr. Brown reported that we fixed the refrigerator and freezer in the cafeteria and installed another shed.

- ii. **Facilities upgrades – Phase II** – The board discussed Phase II of the campus remodel and decided that the scope of work should be to replace all exterior doors, path of travel, and windows in the MUR.

**V. CONSENT AGENDA ITEMS**

**A. Approval of Minutes**

**i. Minutes of September 12, 2023 Regular Meeting**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the minutes as presented:**

**MOVED:                      Jeania Reasner                      SECOND:                      Kelly Salas-Ernst**

**VOTE:**

<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**B. Approval of Monthly Warrants – September, 2023**

<b>i. Commercial Warrants</b>	<b>\$450,825.32</b>
<b>ii. Payroll</b>	<b>\$214,159.76</b>
<b>iii. Revolving Fund</b>	<b>\$ 0.00</b>
<b>TOTAL</b>	<b>\$664,985.08</b>

**\*\*\*IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

**MOVED:                      Kelly Salas-Ernst                      SECOND:                      Jeania Reasner**

**VOTE:**

<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**C. Approval of the 2022/2023 Family Partnership Unaudited Actual Financial Statements**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the 2022/2023 Family Partnership Unaudited Financial Statements as presented:**

**MOVED:                      Jeania Reasner                      SECOND:                      Daniella Pearce**

**VOTE:**

<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---



## **VI. ITEMS SCHEDULED FOR ACTION**

### **A. Approval of Benjamin Foxen Elementary School September 2023 Attendance Report**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education approve the Benjamin Foxen Elementary School September 2023 Attendance Report as presented:**

<b>MOVED:</b>	<b>Kelly Salas-Ernst</b>	<b>SECOND:</b>	<b>Daniella Pearce</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

### **B. Approval of third quarter 2023 Williams Report.**

**\*\*\* IT IS RECOMMENDED THAT the Board of Education take action to approve the third quarter 2023 Williams Report as presented:**

<b>MOVED:</b>	<b>Daniella Pearce</b>	<b>SECOND:</b>	<b>Kelly Salas-Ernst</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

### **C. Approval of the Memorandum of Understanding with WestEd for survey administration.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the Memorandum of Understanding with WestEd for survey administration as presented:**

<b>MOVED:</b>	<b>Kelly Salas-Ernst</b>	<b>SECOND:</b>	<b>Jeania Reasner</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

### **D. Approval of the revised Arts, Music, and Instructional Materials Block Grant Expenditure Plan.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the revised Arts, Music, and Instructional Materials Block Grant Expenditure Plan as presented:**

<b>MOVED:</b>	<b>Kelly Salas-Ernst</b>	<b>SECOND:</b>	<b>Jeania Reasner</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**E. Approval of the revised board policies: BP1160, BP1330, AR1330, AR3311, AR3311.3, BP3312, BP3460, BP3551, AR3551, BP4151, BP4251, BP4351, AR4217.3, BP5131.9, BP6154, BP6162.5, AR7140, BP9124. Delete: E(1)1330.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the revised board policies as presented:**

<b>MOVED:</b>	<b>Jeania Reasner</b>	<b>SECOND:</b>	<b>Daniella Pearce</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**F. Approval of inter-district transfers.**

**\*\*\*IT IS RECOMMENDED THAT the Board of Education take action to approve the inter-district transfers as presented:**

<b>MOVED:</b>	<b>Jeania Reasner</b>	<b>SECOND:</b>	<b>Kelly Salas-Ernst</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

**VII. PUBLIC COMMENTS - none**

**VIII. MISCELLANEOUS AGENDA ITEMS**

- A. Items Proposed for Future Action or Discussion - none**
- B. Blochman Union School District Board Member Items - none**
- C. Items not on the Agenda - none**
- D. Next Scheduled Board Meeting November 14, 2023; open session at 5:30 p.m., Library**

**IX. CLOSED SESSION: The board adjourned to closed session at 6:13 p.m. where they will consider and may act on the following:**

- A. Certificated and Classified Personnel Actions**

~ 4 ~

- i. The board will be asked to review and approve hiring, transfers, promotion, evaluations, terminations, and resignations.
- ii. Conference with labor negotiator; Doug Brown, district negotiator.

**X. RECONVENE IN OPEN SESSION** -- The board reconvened in open session at 6:47 p.m.

**A. Report of action taken during closed session** -- Mrs. Salas-Ernst reported that the board took no action.

---

**XI. Adjourn**

**TIME: 6:48 p.m.**

<b>MOVED:</b>	<b>Jeania Reasner</b>	<b>SECOND:</b>	<b>Daniella Pearce</b>
<b>VOTE:</b>			
<b>Shannon Clay:</b>	<b>Aye</b>	<b>Jeania Reasner:</b>	<b>Aye</b>
<b>Daniella Pearce:</b>	<b>Aye</b>	<b>Kelly Salas-Ernst:</b>	<b>Aye</b>
<b>Thomas Gibbons:</b>	<b>Absent</b>		

---

# FPCS September 2023 Reports

**FPCS - Stephanie Eggert - Enrollment 400** as of 10/5/23 Census Day ... up 37 from 2022

All centers opened to students by August 31 with some starting classes earlier that week.

iReady benchmarks in Reading and Math are complete and reports prepared for

Monday PLC's this year will focus on student data to drive instruction and outcomes

Committees this year are in teams to collaborate on school needs – *events, safety, SEL, MTSS*

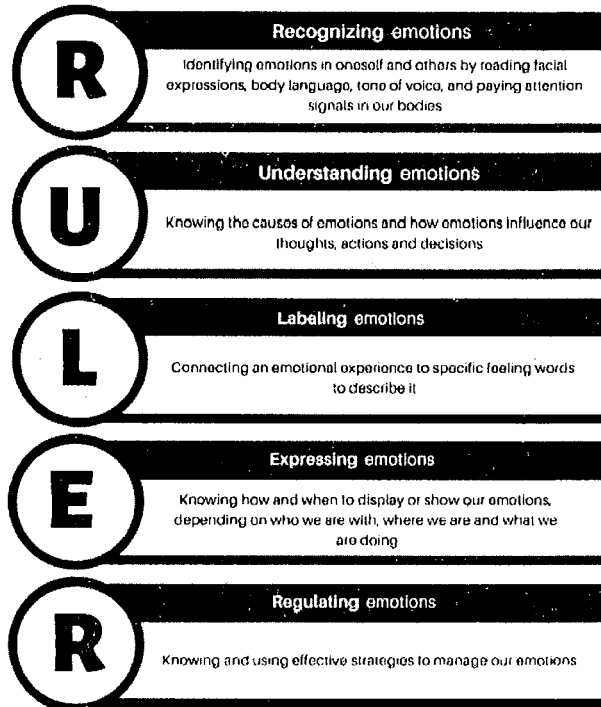
HS students appreciate the variety of new virtual electives and taking classes from teachers from other centers.

RULER's year 2 implementation is the social emotional learning (SEL) program used from teachers to students

All centers have had picture day for student ID cards

## RULER Skills Overview for Families

RULER is an acronym for the five key skills of emotional intelligence.



**L RULER**

Yale Center for Emotional Intelligence

## K-5 Home Study - Lisa Simard

With textbooks and supplies all picked up, K-5 Home Study families have hit the ground running. Carrie, Semu and Ali are teaming up for the morning meetings and families have been enjoying the variety. Tickets are already reserved for two Cal Poly PAC performances as field trips.

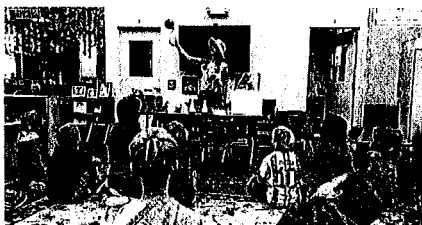
## Morro Bay Montessori - Semu Torres

Conferences and initial student assessments are completed.

We had our first Tidy-Up Day. It went well and we would like to make it a tradition.

San Luis Integrated Waste Management Authority presented to the classes about recycling and green waste.

The students have also been treated to a couple of very exciting science lessons and demonstrations.



## Santa Maria Montessori - Kenny Eggert

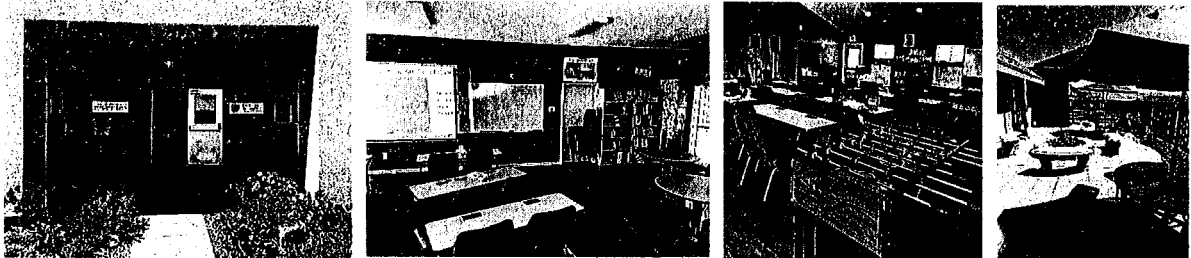
8/19 SMM staff and families with kids helped beautify the school campus – *lots of work and TLC*

8/22 All-School Pancake Breakfast with 100 attending - *huge success plus the breakfast was yummy*

Planning has begun for center activities, field trips, and I look forward to sharing them with you this year

**Baywood - Lisa Simard**

Students, Staff and Families are adjusting to our new learning center:



MS and HS support classes started with students arriving and their responses have been positive.

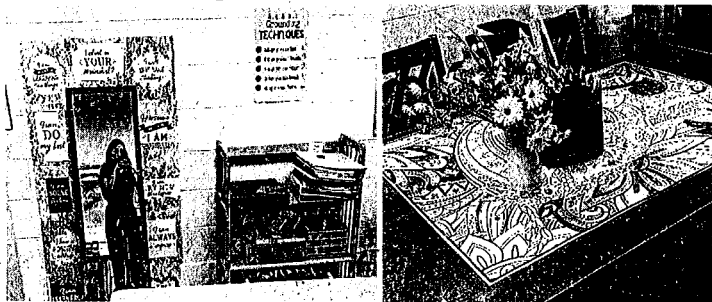
MS had a "get to know you" field trip walking/hiking the Elfin Forest while stopping to play ice breaker games.

**Orcutt - Franceen Balderama**

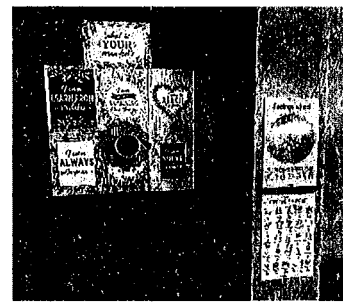
High School has more than 30 students visit the center for support classes

Each program has social emotional walls and areas to destress

## High School



### Middle School



STEM club started September 8th at OLC with 18 students that signed up for this club.

In-person small group or one-on-one math tutoring has expanded to 2/days week with our new math teacher.

Middle school takes weekly walks to the farmer's market and down to the Okerblom Trail.

Scheduled field trips so far: *Getty Museum for MS students & UC Santa Barbara for HS*

**Solvang - Kenny Eggert**

Currently 52 students between 4 different advisors, this year has started with a higher that previous years

In person math tutoring with Cali F. the Solvang Center each Wednesday.

This has been a big plus to help with our students needing extra assistance in Math.



VI - B

**Checks Dated 10/01/2023 through 10/31/2023**

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-760761	10/02/2023	805 Dairy Distributing LLC	13-4710		280.00
01-760762	10/02/2023	Community Partners YouthWell	01-4300	161.63	
			Unpaid Tax	11.63-	150.00
01-760763	10/02/2023	Edna's Bakery	13-4710		174.20
01-760764	10/02/2023	FAMILY PARTNERSHIP CHARTER	01-8096		42,798.00
01-760765	10/02/2023	Mission Linen Supply Inc.	01-4300		96.81
01-760766	10/02/2023	Nancy B Shafer, CPA	01-5800		8,190.00
01-760767	10/02/2023	O'Connor Pest Control	01-5800		85.00
01-760768	10/02/2023	Pacific Gas & Electric	01-5520		19.85
01-760769	10/02/2023	The Berry Man, Inc.	13-4710		845.60
01-760770	10/02/2023	Trivium Charter School	01-8096		95,430.00
01-761690	10/09/2023	McLain, Timothy J	01-4300		64.40
01-761691	10/09/2023	805 Dairy Distributing LLC	13-4710		380.00
01-761692	10/09/2023	Advanced Wireless	01-5910		287.54
01-761693	10/09/2023	Akeso Occupational Health	01-5800		40.00
01-761694	10/09/2023	Amazon Capital Services	01-4300	188.92	
			13-4300	83.03	271.95
01-761695	10/09/2023	American Star Tours	01-5800		24,360.00
01-761696	10/09/2023	Blochman Union School District	01-5800		127.00
01-761697	10/09/2023	CASP	01-5200		717.00
01-761698	10/09/2023	Coast Networx, Inc.	01-5800		50.00
01-761699	10/09/2023	Edna's Bakery	13-4710		127.50
01-761700	10/09/2023	Farm Supply Company	01-4300		548.15
01-761701	10/09/2023	Fighting Back SMV	01-5800		2,669.92
01-761702	10/09/2023	Frontier Communications	01-5910		1,364.08
01-761703	10/09/2023	Go To Communications, Inc.	01-5910		497.13
01-761704	10/09/2023	Gold Star Foods, Inc.	01-4300		274.28
01-761705	10/09/2023	J & C Books, LLC	01-4100		206.88
01-761706	10/09/2023	McGraw-Hill School Education	01-4100		1,728.00
01-761707	10/09/2023	PCPA Group Sales	01-5800		2,448.00
01-761708	10/09/2023	Procare Janitorial Supply	01-4300		324.03
01-761709	10/09/2023	Sisc III Insurance	67-5450		19,608.60
01-761710	10/09/2023	Staples	01-4300		95.97
01-761711	10/09/2023	The Berry Man, Inc.	13-4710		992.50
01-761712	10/09/2023	US Bank Corporate Payments	13-4300	11.95	
			13-4710	326.98	338.93
01-761713	10/09/2023	US OMNI & TSACG Compliance	01-5800		50.00
01-762971	10/16/2023	Barnes, Deanna	01-5200		296.00
01-762972	10/16/2023	Brown, Douglas C	01-4400		1,939.49
01-762973	10/16/2023	Dekorte, Holly J	01-4300		39.04
01-762974	10/16/2023	805 Dairy Distributing LLC	13-4710		320.00
01-762975	10/16/2023	Amazon Capital Services	01-4300		212.44
01-762976	10/16/2023	American Star Tours	01-5800		424.00
01-762977	10/16/2023	Culligan San Paso	01-4300		148.32
01-762978	10/16/2023	Division of State Architect Attn: Cashier	14-6200		2,750.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

 ERP for California

Page 1 of 3



**Checks Dated 10/01/2023 through 10/31/2023**

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-762979	10/16/2023	Insight Public Sector SLED	01-4400		663.60
01-762980	10/16/2023	Jordanos Food Service Division	13-4300	1,223.25	
			13-4710	6,835.66	8,058.91
01-762981	10/16/2023	Mission Linen Supply Inc.	01-4300		158.81
01-762982	10/16/2023	Moss Levy & Hartzheim	01-5810		1,550.00
01-762983	10/16/2023	Procare Janitorial Supply	01-4300		27.08
01-762984	10/16/2023	School Outlet	01-4400		944.83
01-762985	10/16/2023	So California Pizza Co	13-4710		404.34
01-762986	10/16/2023	Superior Text	01-4100		3.66
01-762987	10/16/2023	The Berry Man, Inc.	13-4710		758.25
01-762988	10/16/2023	Viking Mechanical Refr	13-5800		730.00
01-762989	10/16/2023	WM CORPORATE SERVICES, INC.	01-5570		1,296.52
01-764180	10/23/2023	Dekorte, Holly J	01-4300		28.88
01-764181	10/23/2023	805 Dairy Distributing LLC	13-4710		420.00
01-764182	10/23/2023	ALD TELECOM	01-5910		17.12
01-764183	10/23/2023	Amazon Capital Services	01-4300		197.52
01-764184	10/23/2023	Best, Best & Krieger LLP	01-5830		169.80
01-764185	10/23/2023	Cal-Coast Machinery	01-4300		106.89
01-764186	10/23/2023	Department Of Justice	01-5800		517.00
01-764187	10/23/2023	Diani Building Corp.	14-6200		35,271.00
01-764188	10/23/2023	Edna's Bakery	13-4710		86.60
01-764189	10/23/2023	Gold Star Foods, Inc.	01-4300		410.86
01-764190	10/23/2023	Golden State Water Company	01-5530		285.29
01-764191	10/23/2023	M & M Restaurant Supply	13-5800		144.50
01-764192	10/23/2023	Mission Linen Supply Inc.	13-4300		431.57
01-764193	10/23/2023	Pacific Gas & Electric	01-5520		713.56
01-764194	10/23/2023	Santa Barbara Co Ed/Communicat ions	01-4300		53.75
01-764195	10/23/2023	Scholastic	01-4300		3,625.27
01-764196	10/23/2023	School Specialty, LLC	01-4300		65.93
01-764197	10/23/2023	SoCalGas	01-5510		175.69
01-764198	10/23/2023	Staples	01-4300		18.44
01-764199	10/23/2023	The Berry Man, Inc.	13-4710		487.95
01-764200	10/23/2023	US Bank Corporate Payments	01-4100	449.97	
			01-4300	522.49	
			01-4381	139.51	
			01-5800	390.65	
			01-5919	417.15	
			13-4300	528.69	
			13-4710	580.48	3,028.94
01-764201	10/23/2023	Verizon Wireless	01-5910		49.24
01-764202	10/23/2023	XEROX FINANCIAL SERVICES	01-5630		604.44
01-765289	10/30/2023	Brown, Douglas C	01-4300		66.06
01-765290	10/30/2023	805 Dairy Distributing LLC	13-4710		180.00
01-765291	10/30/2023	Akeso Occupational Health	01-5800		140.00
01-765292	10/30/2023	Blochman Union School District	01-5800		22.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

**Checks Dated 10/01/2023 through 10/31/2023**

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-765293	10/30/2023	DSA-LA	01-5800		500.00
01-765294	10/30/2023	Edna's Bakery	13-4710		147.60
01-765295	10/30/2023	FAMILY PARTNERSHIP CHARTER	01-8096		42,798.00
01-765296	10/30/2023	Frontier Communications	01-5910		3,452.82
01-765297	10/30/2023	HOME DEPOT CREDIT SERVICES	01-4300		751.32
01-765298	10/30/2023	Mission Linen Supply Inc.	01-4300	208.40	
			13-4300	138.14	346.54
01-765299	10/30/2023	Pacific Gas & Electric	01-5520		9.37
01-765300	10/30/2023	Smith's Alarms & Elect Inc.	01-5800		500.00
01-765301	10/30/2023	The Berry Man, Inc.	13-4710		553.55
01-765302	10/30/2023	Trivium Charter School	01-8096		95,430.00
01-765303	10/30/2023	ZOOM IMAGING SOLUTIONS, INC.	01-5800		180.91
Total Number of Checks			91		<u><u>418,355.02</u></u>

**Fund Recap**

Fund	Description	Check Count	Expensed Amount
01	General Fund	68	343,544.71
13	Cafeteria Spec Rev Fund	23	17,192.34
14	Deferred Maintenance Fund	2	38,021.00
67	Self-Insurance Fund 1	1	19,608.60
Total Number of Checks		91	418,366.65
Less Unpaid Tax Liability			11.63-
Net (Check Amount)			<u><u>418,355.02</u></u>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

## Pay Date 10/10/2023 through 10/31/2023

EARNINGS by Earnings Code		Income	Adjustments	TAXES		
				Employee	Employer	Subject Grosses
No Gross Pay			1.00			
Regular		154,776.37		11,082.04		137,156.96
				3,792.47		137,156.96
				3,452.82	3,452.82	55,690.77
				2,185.15	2,185.15	150,700.86
					75.37	150,700.86
					1,178.48	150,700.86
					6,891.82	
TOTAL		154,776.37	1.00	20,512.48	27,404.30	

EARNINGS by Group		Income	Adjustments	REDUCTIONS		
				Employee	Employer	Subject Grosses
Base Pay		153,382.22		627.11	2,390.19	8,958.73
Miscellaneous		202.05-	1.00	4,370.56	14,575.79	54,631.89
Stipends		1,596.20		7,310.96	13,623.36	71,326.43
				1,318.59	2,467.91	12,921.00
				3,778.72	460.19	4,238.91
				296.79		296.79
				83.32-		83.32-
TOTAL		154,776.37	1.00	17,619.41	33,517.44	51,136.85

EARNINGS		Person Type	Female Employees	DEDUCTIONS		
				Employee	Employer	Subject Grosses
Certificated	16	101,561.53	12		14,581.60	14,581.60
Classified	15	53,214.84	9	1,003.28		1,003.28
				10,335.68		10,335.68
				426.80		426.80
TOTAL	31	154,776.37	21	11,765.76	14,581.60	26,347.36
				49,897.65	54,990.86	104,888.51

## Vendor Summary for Pay Date 10/10/2023 thru 10/31/2023

Vendor Checks	1,300.07	4
Vendor Liabilities	103,588.44	25
	104,888.51	29

Reissued  
Cancel Checks  
Void ACH

## Cancel/Reissue for Process Date 10/10/2023 thru 10/31/2023

Pay Date 10/10/2023 through 10/31/2023

BALANCING DATA			NET
Gross Earnings	154,776.37	104,878.72	Direct Deposits 31
District Liability	54,990.86	49,897.65	Checks 1
	209,767.23	54,990.86	Partial Net ACH
		209,767.23	Negative Net
			Check Holds
			Zero Net
			TOTAL 32
			104,878.72

BLOCHMAN REVOLVING FUND  
Expenses by Vendor Detail  
October 2023

Type	Date	Num	Memo	Account	Clr	Split	Amount	Balance
Orcutt Junior High Check	10/13/2023	1270		Volleyball		Revolving Fund	100.00	100.00
Total Orcutt Junior High							100.00	100.00
TOTAL							100.00	100.00

VII - A



**4269112 Blochman  
Union Elem District**4949 Foxen Canyon Rd., Santa Maria, CA 93454-9666  
Generated on 11/02/2023 10:47:37 AM Page 1 of 1**Attendance/Membership Summary Report**Start/End Date: 10/01/2023 - 10/31/2023 School(s): 1 Calendar(s): 2  
Grade: 5, 6, 7, 8, TK, K, 1, 2, 3, 4**SUMMARY Total Schools: 1 Total Calendars: 2**

	Student Membership			Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Grade	Count	Days					Days	Avg. Daily	
	5	23	506	20	486	23.00	22.09	5	0.23	96.05%
	6	26	558	15	543	25.36	24.68	5	0.23	97.31%
	7	25	543	43	500	24.68	22.73	5	0.23	92.08%
	8	21	448	10	438	20.36	19.91	1	0.05	97.77%
	TK	4	88	4	84	4.00	3.82	0	0.00	95.45%
	K	20	431	33	398	19.59	18.09	3	0.14	92.34%
	1	14	301	13	288	13.68	13.09	2	0.09	95.68%
	2	24	528	19	509	24.00	23.14	4	0.18	96.40%
	3	19	418	26	392	19.00	17.82	3	0.14	93.78%
	4	21	462	14	448	21.00	20.36	6	0.27	96.97%
Total	10	197	4283	197	4086	194.67	185.73	34	1.56	95.40%

**School: Benjamin Foxen School Calendar: 23-24 Blochman 5-8**

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Count	Days					Days	Avg. Daily		
5	23	506	20	486	23.00	22.09	5	0.23	96.05%	
6	26	558	15	543	25.36	24.68	5	0.23	97.31%	
7	25	543	43	500	24.68	22.73	5	0.23	92.08%	
8	21	448	10	438	20.36	19.91	1	0.05	97.77%	
Total	4	95	2055	88	1967	93.40	89.41	16	0.74	95.72%

**School: Benjamin Foxen School Calendar: 23-24 Blochman K-4**

	Student Membership			Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
	Grade	Count	Days					Days	Days	
	TK	4	88	4	84	4.00	3.82	0	0.00	95.45%
	K	20	431	33	398	19.59	18.09	3	0.14	92.34%
	1	14	301	13	288	13.68	13.09	2	0.09	95.68%
	2	24	528	19	509	24.00	23.14	4	0.18	96.40%
	3	19	418	26	392	19.00	17.82	3	0.14	93.78%
	4	21	462	14	448	21.00	20.36	6	0.27	96.97%
Total	6	102	2228	109	2119	101.27	96.32	18	0.82	95.11%

VII – B

**Blochman Union School District**

**Comprehensive School Safety Plan**

**Benjamin Foxen Elementary School**

**2023-2024**

<b>Required Members</b>	<b>Title</b>
Doug Brown Sam Orozco	Superintendent/Principal Special Education Director/School Psychologist
Holly DeKorte, Nancy Myers, Adrienne Perkins, Stacey Rapp	Teacher
Deanna Barnes	Classified Staff
N/A	Student
Lyuba Corbett, Jennifer Korber, Johnna Perez, Angelina Sumner, Michelle Whitney, Travis Whitney	Parent of Child Attending the School

Date Adopted by School Site Council: October 24, 2023

## Background

The development of a comprehensive school safety plan is mandated by California Education Code 32281. This mandate, which was established by Senate Bill 187, states that each school's Site Council, or a Safety Planning Committee authorized by the Site Council, shall develop a "safety plan" relevant to the needs and resources of the school. For schools built before 1998, the initial plans were to be adopted by September 1, 1998. For schools built after 1998, the plans are to be developed and adopted prior to the school's opening.

According to the education code, the School Site Council may delegate this responsibility to a School Safety Planning Committee. However, the committee must include the following members and must consult with a representative from a law enforcement agency in the writing and development of the plan:

- Principal or designee
- Teacher
- Parent Whose Child Attends the School
- Classified Employee

You are strongly encouraged to consult with staff, parents, students (where appropriate), and the broader community, in the development of the plan.

The plan is to be updated annually and kept on file at both the school site AND the district office, and readily available for inspection by the public.

The plan shall consist of two parts:

**Part 1** – The "Comprehensive School Safety Plan" shall include all components required by Education Code 32281-32282 except for the emergency preparedness components. The Comprehensive School Safety Plan shall be on file, and available for inspection by the public, with the Educational Services Division of the district.

**Part 2** – The "Emergency Preparedness Plan" shall include disaster procedures (routine and emergency), including earthquakes and other manmade or natural disasters.

The Comprehensive School Safety Plan shall include an action plan that clearly identifies policies and procedures that will improve both the safety and climate on campus, and shall include an evaluation component.

## Section I

**State your sites' GOALS for the 2023-2024 school year. Please remember to have at least one ATTENDANCE and one SCHOOL CONNECTEDNESS goal, as this links directly to the LCAP. Our goals outlined in this plan are as follows:**

1. Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school.
2. Increase school attendance rates.
3. Reduce pupil suspension and expulsion rates.

**Assessment of current status of school crime, safety and climate (provide site specific data and at least 3 years of trend data) The primary source of data for school crime, safety and climate is provided by annual CALPADS reporting. The three-year trend as shown below indicates that chronic absenteeism, suspensions, and expulsions are low and continue to decrease. This data reinforces that our current efforts in most areas of crime, safety and climate are within the range of expectations for our district.**

The three-year trend is as follows:

Year	Chronic Absenteeism Rate	Suspension Rate	Expulsion Rate
2022/2023	7%	4%	0%
2021/2022	12.16%	0%	0%
2020/2021	2.19%	1.72%	0%

Our Chronic Absenteeism rate is declining back toward pre-pandemic rates.

In an effort to reduce pupil suspensions and expulsions we have a school psychologist who meets with students who have social and emotional issues. Our teachers emphasize practicing good character traits in the classroom. School assemblies address bullying issues. Teachers have consistent classroom, cafeteria, and playground rules so that students know what is expected of them.

**“State your site goals from your 2021-2022 comprehensive school safety plan (or LCAP) and the status of those goals. Be specific with what the site has accomplished, or not done, regarding each specific goal.**

1. Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school.  
Our goal is to provide opportunities for parental involvement with making decisions that affect the school. We provide multiple opportunities for parental involvement throughout the year. We have a strong group of parents who participate in the majority of the events. Other parents are not able to participate due to barriers that are out of the school's control. Parental involvement is evidenced by parent participation in School Site Council and LCAP meetings, attendance at school events, and attendance at parent-teacher conferences.
2. Increase school attendance rates.  
The majority of the actions/services were already in place and we simply continued them from the prior year. In 2017/2018 we added a monthly lottery to win lunch field trips with the Principal for students with perfect attendance during the month and a lunch with the Principal for all students with perfect attendance during the trimester.
3. Reduce pupil suspension and expulsion rates.  
While our school suspension and expulsion rates are low, as shown in the chart above, there is always room for improvement. We will continue to work with our students to minimize bullying and encourage tolerance and cooperation.

## Section II

**Strategies and programs - Board Policies, Procedures and California Education Code that support student and staff safety, and positive school climate**

**These policies, procedures and education codes are to be reviewed at the beginning of every school year with all staff. Benjamin Foxen Elementary School commits to:**

Sharing the comprehensive school safety plan, the emergency plan, and our action plan, with both site council and all staff members, before the end of October of the current school year.

### A. Positive School Climate (BP 5137)

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

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

*(cf. 3515 - Campus Security)*

*(cf. 3515.2 - Disruptions)*

*(cf. 5030 - Student Wellness)*

*(cf. 5131.4 - Student Disturbances)*

*(cf. 5142 - Safety)*



*(cf. 5145.3 - Nondiscrimination/Harassment)*

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

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

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

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3513.3 - Tobacco-Free Schools)*

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

*(cf. 5131 - Conduct)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5131.6 - Alcohol and Drugs)*

*(cf. 5131.7 - Weapons and Dangerous Instruments)*

*(cf. 5136 - Gangs)*

*(cf. 5144 - Discipline)*

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

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

*(cf. 5145.2 - Freedom of Speech/Expression)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

BP 5137(b)

*(cf. 5131.9 - Academic Honesty)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6142.94 - History/Social Science Instruction)*

*(cf. 6142.3 - Civic Education)*

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

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

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

*(cf. 1240 - Volunteer Assistance)*

*(cf. 5126 - Awards for Achievement)*

*(cf. 5131.5 - Vandalism and Graffiti)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6020 - Parent Involvement)*

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

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



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

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 6164.2 - Guidance/Counseling Services)*

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

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

**Legal Reference:**

BP 5137(c)

**Legal Reference:**

EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

**Management Resources:**

CSBA PUBLICATIONS

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

Protecting Our Schools: Governing Board Strategies to Combat School Violence, rev. 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

Creating Safe and Drug-Free Schools: An Action Guide, 1996

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

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

California Department of Education, Learning Support: <http://www.cde.ca.gov/ls>

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

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/offices/OESE/SDFS>

Policy **BLOCHMAN UNION SCHOOL DISTRICT**

adopted: November 14, 2017 Santa Maria, California

## **B. Nondiscrimination/Harassment/Anti-Bullying (BP 5145.3)**

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Board of Trustees desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

### **Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

Policy BLOCHMAN UNION SCHOOL DISTRICT

Original adopted date : 11/14/2017 Last revised date: 6/09/2020 Santa Maria, California

### **C. Child Abuse Reporting Procedures**

#### **(AR 5141.4)**

##### **Definitions**

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
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 legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

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; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

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 the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

##### **Reportable Offenses**

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have 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 against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

### **Responsibility for Reporting**

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

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

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

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

### **Reporting Procedures**

#### **1. Initial Telephone Report**

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Blochman Union School District (name of appropriate agency)

4949 Foxen Canyon Rd., Santa Maria, CA 93454 (address)

805-937-1148

(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 prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

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 name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

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

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

### 3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, 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.

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

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

#### Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected

person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (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 the child 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. (Education Code 48906)

#### **Parent/Guardian Complaints**

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

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

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 3200-3205.

#### **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, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

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 also shall 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 the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person 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 timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Regulation BLOCHMAN UNION SCHOOL DISTRICT

Original approval: November 14, 2017 Revised: 8/10/2021 Santa Maria, California

#### **D. Suspension and Expulsion/Due Process Procedures**

##### **(AR 5144.1)**

##### **Definitions**

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

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days.

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

##### **Notice of Regulations**

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

##### **Grounds for Suspension and Expulsion: Grades K-12**

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in the sections "Additional Grounds for Suspension and Expulsion: Grades 4-12" and "Additional Grounds for Suspension and Expulsion: Grades 9-12" below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except

that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m))  
*Imitation firearm* means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))  
*Hazing* means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r))

*Bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

*Bullying* includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in the section "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

*Bullying* also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

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

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

*Burn page* means an internet web site created for the purpose of causing a reasonable student any of the effects of bullying described above. (Education Code 48900(r))

*Credible impersonation* means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that the student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated. (Education Code 48900(r))

*False profile* means a profile of a fictitious student or profile using the likeness or attributes of an actual student other than the student who created the false profile. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

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

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

*A terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

#### **Additional Grounds for Suspension and Expulsion: Grades 4-12**

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

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

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

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

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

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

#### **Suspension from Class by a Teacher**

A teacher may suspend a student from class for the remainder of the day and the following day for any of the acts specified in Education Code 48900 and listed as Items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above or for disruption or willful defiance at any grade level, including grades K-8. (Education Code 48910)

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

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

teacher so requests. (Education Code 48910)

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

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

A teacher may also refer a student, for any of the acts specified above in Education Code 48900, to the principal or designee for consideration of a suspension from school. (Education Code 48910)

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

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

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

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

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

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

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

#### **Length of Suspension**

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

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

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

#### **Due Process Procedures for Suspension**

Suspensions shall be imposed in accordance with the following procedures:

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

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The

conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker, and, if applicable, the county social worker, in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian, or, if applicable, the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, the county social worker, shall also be notified in writing of the suspension. (Education Code 48911)

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

4. In addition, the notice may state the date and time when the student may return to school.
5. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914)

If school officials request to meet with the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, the notice may state that the law requires such individuals to respond to the request without delay.

However, the student shall not be penalized for the failure of the parent/guardian, a foster youth's educational rights holder, attorney, and county social worker, or an Indian child's tribal social worker, and, if applicable, the county social worker, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)

6. Extension of Suspension: If the Board is considering the expulsion of a suspended student from any school or the suspension of a student for the balance of the semester from continuation school, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
  - a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard. This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
  - b. The Superintendent or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school or at an alternative school would endanger persons or property or threaten to disrupt the instructional process.
  - c. If the student involved is a foster youth or Indian child, the Superintendent or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting. (Education Code 48853.5, 48911, 48918.1)
  - d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)
  - e. In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

### **Suspension by the Board**

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds for Suspension and Expulsion: Grades 9-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

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

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate

a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

The Board shall provide the student and parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice.

However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

### **On-Campus Suspension**

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

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

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or, if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, in person, by email, or by telephone. When the assignment is for longer than one class period, this notification shall be made in writing. (Education Code 48911.1)

### **Superintendent or Principal's Authority to Recommend Expulsion**

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

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11059, except for:
  - a. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
  - b. The student's possession of over-the-counter medication for use by the student for medical purposes
  - c. Medication prescribed for the student by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

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

### **Student's Right to Expulsion Hearing**

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

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

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



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

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

### **Stipulated Expulsion**

After a determination that a student has committed an offense for which the student may be expelled, the Superintendent, principal, or designee shall offer the student, the student's parent/guardian, or, when applicable, other person holding the right to make educational decisions for the student, the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after written notice of the expulsion hearing pursuant to Education Code 48918 has been given.

The stipulation agreement shall be in writing and shall be signed by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of the right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student, the student's parent/guardian, or, when applicable, the person holding the right to make educational decisions for the student, shall be effective upon approval by the Board.

### **Rights of Complaining Witness**

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

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

1. Receive five days' notice of the scheduled testimony at the hearing
2. Have up to two adult support persons present at the hearing at the time the witness testifies
3. Have a closed hearing during the time the witness testifies

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

### **Written Notice of the Expulsion Hearing**

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

1. The date and place of the hearing
2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based
3. A copy of district disciplinary rules which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment  
This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).
5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser

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

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

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

#### **Additional Notice of Expulsion Hearing for Foster Youth, Homeless Students, and Indian Children**

If the student facing expulsion is a foster student or Indian child, the Superintendent or designee shall also send notice of the hearing to the foster youth's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker, at least 10 calendar days prior to the hearing. (Education Code 48918.1)

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

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

#### **Conduct of Expulsion Hearing**

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)
2. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to testify in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to the hearing room by closed-circuit television. (Education Code 48918(c))
3. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))
4. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

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

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in Item #6 below. (Education Code 48918(i))
5. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," and "Additional Grounds

- for Suspension and Expulsion: Grades 9-12" above. (Education Code 48918(h))
6. Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))
- In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.
7. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student: (Education Code 48918, 48918.5)
- a. Any complaining witness shall be given five days' notice before being called to testify.
  - b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during the testimony.
  - c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.
  - d. The person presiding over the hearing may remove a support person who is disrupting the hearing.
  - e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.
  - f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.
  - g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nonthreatening environment.
    - i. The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.
    - ii. At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
    - iii. The person conducting the hearing may:
      - A. Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness
      - B. Limit the time for taking the testimony of a complaining witness to normal school hours, if there is no good cause to take the testimony during other hours
      - C. Permit one of the support persons to accompany the complaining witness to the witness stand
8. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from school, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

#### **Alternative Expulsion Hearing: Hearing Officer or Administrative Panel**

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

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

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by the student's parent/guardian, the

Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

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

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

### **Final Action by the Board**

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

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

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

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

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

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

### **Written Notice to Expel**

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

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and parent/guardian (Education Code 48916)
3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)
4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)
5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

### **Decision to Suspend Expulsion Order**

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

1. The student's pattern of behavior
2. The seriousness of the misconduct
3. The student's attitude toward the misconduct and willingness to follow a rehabilitation program The suspension of the enforcement of an expulsion shall be governed by the following:
  1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)
  2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)
  3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12," "Additional Grounds for Suspension and Expulsion: Grades 4-12," or "Additional Grounds for Suspension and Expulsion: Grades 9-12" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)
  4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
  5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)
  6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))
7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

### **Appeal**

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

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

### **Notification to Law Enforcement Authorities**

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

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

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

### **Placement During Expulsion**

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

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

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

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

### **Readmission After Expulsion**

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

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

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

### **Maintenance of Records**

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

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

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

---

Policy BLOCHMAN UNION SCHOOL DISTRICT

Original adoption date: November 14, 2017 Revised: 4/11/2023 Santa Maria, California

### **Response to an Opioid Overdose/Safety Procedure for Narcan**

Narcan is available in the school office for emergency care for accidental overdose. Trained staff are equipped to assess and give Narcan on campus. Training includes viewing of the California Department of Public Health- [Naloxone Training Video](#) and follow-up verbal and written instructions from the school nurse.

Procedure to treat a suspected overdose:

If an overdose is suspected, staff will contact one of the following trained individuals: School Secretary, Superintendent/Principal, School Psychologist, or School Nurse. The trained individual will call 911 and retrieve the Narcan and AED from the AED cabinet in the office. They will follow the training instructions for assessment and administering Narcan. They will support students' breathing and monitor students' response until emergency medical care arrives. The AED will be used, only if necessary. Narcan may be repeated if needed every 2-3 minutes.



**Section III A**

Action plan for 2024-2025: (School Safety, Climate and Character Development Matrix)

Program, Curriculum, Other Efforts (Please include an overview of how the program, curriculum, and/or other effort is specifically utilized at your site, by whom, the frequency, and if it is done with fidelity, how the site ensures that fidelity)	Target Population (school-wide, specific grade level(s), parents, etc.)	Specific Character Trait(s) (check all that apply)						Person(s) Responsible (for implementation and evaluation)	Evaluation Method (For each program, curriculum, etc., please document what evidence will be gathered and analyzed by the site in order to determine if the desired outcomes have been achieved?)
		Citizenship*	Empathy	Fairness	Respect	Responsibility	Trustworthiness		
Attendance Awareness of attendance issues will be communicated to all stakeholder groups, including parents, students and staff. Accurate real-time information will be provided on a regular basis	Parents and students grades K - 8	X					X	Principal Attendance secretary Site Council Teachers Students	Annual review of attendance data.
RED RIBBON WEEK- Each year, red ribbons are worn and displayed during National Red Ribbon Week to demonstrate a visible and unified commitment toward making healthy choices. During Red Ribbon Week the school community promotes and encourages a healthy and safe lifestyle.	K - 8	X	X	X	X	X	X	Parents Teachers Students	Student participation
CHARACTER TRAITS – Teachers choose a monthly character trait and awards are given to students who exemplify that trait.	K – 8	X	X	X	X	X	X	Teachers Students	A review of student disciplinary actions.
PARENT PARTICIPATION - We will provide opportunities for all parents to be involved in school activities. Examples include: School Site Council meetings, LCAP meetings, parent-teacher conferences, parent surveys, Back to School Night, monthly newsletters, open sessions at board meetings, AG Day, Valentine family lunch, Talent Show, Water Day, Track and Field Day, and monthly award ceremonies.	K - 8				X	X		Parents	A review of parent participation in events.

Below are the internal working definitions of the 6 character traits. Sites may post and discuss definitions that are age/developmentally appropriate.

**Citizenship** – Citizenship is taking responsibility for yourself and your community, in order to make it a better place.

**Empathy** – Empathy is putting yourself in someone else's place and trying to understand how he/she may be feeling (through caring, understanding, kindness and respect).

**Fairness** – Fairness is treating others equitably, consistently, and without bias.

**Respect** – Respect is being considerate of property, people, and yourself.

**Responsibility** – Responsibility is being accountable for your words, actions, and attitudes and being an advocate for yourself.

**Trustworthiness** – Trustworthiness is acting in a dependable and loyal way, including telling the truth, being honest, being reliable, and keeping your word.

## **Reporting**

Benjamin Foxen Elementary School

Date Adopted by School Site Council: October 24, 2023

A former member of the Los Angeles Fire Department and certified California paramedic was consulted regarding this plan on October 15, 2023. A copy of this plan will be distributed to the Santa Barbara County Fire Department and the Santa Barbara County Sheriff's office.

A copy of this plan will be placed on the district website and in each classroom. Staff will be trained on the plan during monthly staff meetings.

Pursuant to Education Code Section 32282 the school has procedures for the safe ingress and egress of pupils, parents, and school employees to and from the school site. These procedures include maintaining a crossing guard program, posted speed limits in the parking lot, and a digital school zone sign to encourage drivers near the school to slow down.

**State your sites' GOALS for the 2023-24 school year. Please remember to have at least one ATTENDANCE and one SCHOOL CONNECTEDNESS goal, as this links directly to the LCAP.**

- 1. Ensure parents have opportunities to participate in school activities and provide input in decisions that affect the school (LCAP Goal 4).**
- 2. Increase school attendance rates (LCAP Goal 4).**
- 3. Maintain low pupil suspension and expulsion rates (LCAP Goal 4).**

Note that the Blochman Union School District's Emergency Management Plan is a separate document but that it is an integral part of this document and that it fulfills the requirements of Education Code Section 32282. A copy of the Emergency Management Plan is attached to this document.

*School Site Council*

*10/24/2023*

***Agenda***

Welcome

Approval of Minutes (September 26, 2023)

**Public Comments**

(Members of the public are welcome to attend SSC meetings. Input to the SSC is appreciated. Agenda items should be directed to the Principal 10 days prior to the next scheduled meeting.)

Principals Report

Approval of Comprehensive School Safety Plan

LCAP

Donor Ideas?

Budget

SSC Requests

- SLOMA & SLO Mission 6<sup>th</sup>-8<sup>th</sup> grade \$200.00 approx
- Star Reader and Reward Paws \$80.00

Items From Council Members

Next Meeting January 23, 2024

Adjournment

Blochman Union School District  
School Site Council Meeting Minutes  
October 24th, 2023  
Meeting began at 3:00 pm  
Meeting Run by Chair: Angelina Sumner

In Attendance: Doug Brown, Stacey Rapp, Adrienne Perkins, Holly DeKorte, Sam Orozco, Nancy Myers, Jennifer Korber, Johnna Perez, Lyuba Corbett, Michelle Whitney, Travis Whitney, Angelina Sumner

Guest: Nancy Schafer, business manager to lead the LCAP portion of the meeting

Absent: 0

Motion to approve September meeting minutes: Nancy Myers

2nd: Stacey Rapp:

Vote to approve minutes 12 - 0 in favor

**Principal's Report:**

- Enrollment is currently 196 students
- Girls and Boys basketball teams have started practices; games start in January
- Halloween Carnival is this Tuesday October 31st put on by ASB\
- November 9th is the end of the 1st trimester
- 8th grade is selling Christmas wreaths and centerpieces to raise money for the 8th grade trip
- November 16th - 6th grade field trip to butterfly sanctuary
- December 7th K - 5 to PCPA "Elf"
- A high percentage of Blochman students go on to high school and perform well.

**Public Comments:** None at this time

**Approval of Comprehensive School Safety Plan-** presented by Nancy Schafer

No questions

Motion to approve Safety Plan: Holly DeKorte

2nd: Adrienne Perkins

Vote to approve motion 12 - 0 in favor

**LCAP** - presented by Nancy Schafer

Nancy Schafer explained what LCAP stands for (Local Control Accountability Plan) and presented the plan outlining the 5 goals for our school. The plan is the same as last year and the plan will remain as is for this school year. One question: "Do all grade participate in LCAP" Answer: "Yes, it is a school wide plan".

**Budget:** Current budget is \$5,580.50

**SSC Requests:**

- SLOMA & SLO Mission 6th - 8th grade - \$200 approximately
- Star Reader and Reward Paws - \$80

Motion to approve both requests in 1 vote, Angelina Sumner

Motion to approve both requests: Stacey Rapp

2nd: Sam Orozco

Vote to approve both requests 12 - 0 in favor

Items from Council Members:

- Lyuba Corbett brought up the idea again of a school car wash. Principal Doug Brown mentioned that the school has tried this in the past and the challenge is location and where to have it.

**Donor Ideas** A few ideas were discussed and it was decided that there will be a special Donor Meeting on Tuesday November 28th at 3pm to further discuss ideas. Chairperson Angelina Sumner had a handout prepared outlining a Blochman School Sponsorship form which would offer families, and the community at large to participate in fundraising for our school. This will also be discussed at the November Donor meeting.

Motion to Adjourn: Nancy Myers

2nd: Michelle Whitney

All in favor 12 - 0

Meeting adjourned at 3:56pm

Next meeting will be held on January 23rd 2024

Respectfully submitted,

Nancy Myers



BLOCHMAN UNION SCHOOL DISTRICT  
SCHOOL SITE COUNCIL MEETING  
SIGN IN SHEET  
OCTOBER 24, 2023

1. H. DeKor
2. Doug Brown
3. Angela Sumner
4. Julia M. Peay
5. Jeff M.
6. James H.
7. Perkins
8. Shirley
9. Nancy Myers
10. TRAVIS WHITNEY
11. MICHELLE WHITNEY
12. Lyuba Corbett
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
20. \_\_\_\_\_

# **BLOCHMAN UNION SCHOOL DISTRICT**

## **S.E.M.S. STANDARDIZED EMERGENCY MANAGEMENT SYSTEM**

## **N.I.M.S. NATIONAL INCIDENT MANAGEMENT SYSTEM**

Blochman Union School District Administrators have the task and responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood or an act of terrorism. Developing emergency operations plans and training staff in emergency response procedures is required by law.

The Katz Act of 1984 (Sections 35295-35297 of the *California Education Code*) requires that schools plan for earthquakes and other emergencies. The Petris Bill of 1992 (Section 8607 of the *California Government Code*) requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principals of SEMS be incorporated in plans that all school personnel be trained in how the system works, and that schools have drills and exercises in order to practice using the system.

In 2004, pursuant to Homeland Security Presidential Directive Number 5, the federal government adopted a National Incident Management System (NIMS) to "provide a consistent nationwide approach for federal, state and local governments to work effectively together to prepare for, prevent, respond to and recover from domestic incidents, regardless of cause, size or complexity." Because NIMS explicitly includes school districts in its definition of "local government," it is clear that schools must comply with both SEMS and NIMS requirements as they plan, train, and respond to emergencies.

Fortunately, NIMS is based largely on the same management principles embodied by California's SEMS. This means that with but a few minor exceptions, compliance with SEMS will ensure NIMS compliance as well.

# **Blochman Union School District**

## **S.E.M.S. /N.I.M.S. Plan**

**Board Approved  
November 14, 2023**

# Table of Contents

1.	CAMPUS LAYOUT- MAPS AND BLUE PRINTS	Page 4
2.	FIRE ALARM TURNOFF PROCEDURES	Page 5
3.	UTILITY SHUT-OFF PROCEDURES	Page 6
4.	FIRST AID SUPPLIES	Page 7
5.	DESIGNATED COMMAND POSTS LOCATIONS	Page 8
6.	EVACUATION ROUTES AND STAGING AREAS	Page 9
7.	INCIDENT COMMAND SYSTEM	Page 10
	A. Management Command Section	Page 12
	B. Operations Section	Page 17
	C. Planning Section	Page 24
	D. Logistics Section	Page 27
	E. Finance/Administration Section	Page 31
8.	BUSD EMERGENCY RESPONSE PROCEDURES	Page 36
9.	EMERGENCY RESOURCE LIST	Page 66
10.	TEACHERS AND STAFF ROSTERS	Page 67

# **CAMPUS LAYOUT- MAPS AND** **BLUE PRINTS**

**All blue prints are kept in the safe room within the office.**

# **FIRE ALARM TURN OFF PROCEDURES**

The location of the fire alarm panels is in the office on the west wall. Instructions on how to turn off the systems are located inside the panels.

# **UTILITY SHUT-OFF PROCEDURES**

Every classroom has a fire extinguisher in them and the cafeteria has 4 fire extinguishers. There is an electrical room on the south side of the office building 010 that can turn off all electrical to the school. The telephone panel is also in this room. The natural gas “main” is on the outside of the school grounds on the east corner. The water main is out next to the playground.

The fenced in area next to the black top is the water for the township of Sisquoc. It is operated by Golden State Water.



## **FIRST AID SUPPLIES**

The office, cafeteria and every classroom has a first aid kit.

# **DESIGNATED COMMAND POSTS** **LOCATIONS**

The designated command post locations are

- 1<sup>st</sup> Office
- 2<sup>nd</sup> Library
- 3<sup>rd</sup> Cafeteria
- 4<sup>th</sup> Black top

The off site location will be the Fire Station #23

# **EVACUATION ROUTES AND STAGING AREAS**

The evacuation routes are as listed:

Building 010 goes to the blacktop.

Building 020 goes to the baseball field.

Building 030 goes to the baseball field.

Building 040 goes to the baseball field.

Building 050 goes to the baseball field.

Portables 1 and 2 goes to the blacktop.

Alternative route:

All buildings go to the grass area by the flags in front of the school.

## **INCIDENT COMMAND SYSTEM (ICS) - Information Regarding System**

- Based on function, not title. Anyone can be placed in any function at anytime.
- Can be used for any incident small to large.
- Utilizes a chain of command.
- The principal is usually, but not always, the school incident commander.

### **Main ICS Sections-**

- **School Incident Commander** - “The Boss”- accountable for successful outcome of incident.
- **Operations** - “The Doers”- accountability of all on campus first aid, parent information, assembly, shelter if needed, search and locate security.
- **Logistics** - “The getters”- resources, volunteers, transportation, communication, restrooms, water, food, etc.
- **Planning/ Intelligence** - “The Thinkers”- collects information, plans ahead, coordinates district mental health crisis teams, provides incident log scribes.
- **Administration/ Finance** - “Keepers”- record keeping, funding, costs.

## **SCHOOL EMERGENCY MANAGEMENT TEAM**

### **A. Incident Commander and Alternate *Public Information Officer***

- *Safety/Security Officer*

### **B. Operations Section Chief and Alternate**

- *Search and Rescue Team Leader and Alternate*
- *Medical Team Leader and Alternate*
- *Student Release Team Leader and Alternate*

### **C. Planning Section Chief and Alternate**

- *Documentation Unit Leader and Alternate*

### **D. Logistics Section Chief and Alternate**

- *Supplies/ Facilities Unit Leader*
- *Transportation Unit Leader and Alternate*

### **E. Finance/ Administration Section Chief and Alternate**

- *Recordkeeping Unit Leader and Alternate*

# **MANAGEMENT COMMAND SECTION**

## **A.1 INCIDENT COMMANDER**

**Primary: Doug Brown**

**Alternate: Sam Orozco/Nancy Shafer**

**The Incident Commander (IC) is responsible for emergency and/or disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. You are responsible to ensure the safety of students, staff and others on campus. Lead by example; your behavior and decisions set the tone for staff and students.**

### **Start up actions:**

- Obtain you personal safety equipment; i.e. hardhat, vest, clipboard with job description sheet
- Access type and scope of emergency.
- Determine threat to human life and structures.
- **Implement the Emergency Operations Plan and relevant hazard specific procedures.**
- Assume the duties of ALL incident positions until staff is assigned and available.
- Activate functions (assign positions) as needed. Appoint a backup or alternate for IC.
- Assign staff to initiate check-in procedures.
- Ensure that an incident organization and staffing chart is posted and arriving staff are assigned by name.
- Ensure the Incident Command Post is properly set up and ready for operation.
- Ensure that telephone and/or radio communication with other facilities are established and tested.
- In conjunction with the Planning Section Chief, develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
- Open and maintain a position log.

### **Ongoing operational Duties:**

- Continue to monitor and assess total school situation.
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with section chiefs for periodic updates.
- Reassign personnel as needed.

- Establish contact with local law enforcement and/ or fire department and other agencies, as needed, to provide assistance and/ or to keep informed of school disaster status.
- Develop and communicate with Planning Section revised incident action plans as needed.
- In conjunction with the Public Information Officer, conduct press briefings and review media releases as required. Establish procedures for information releases and press briefings with other agencies who may be involved.
- Begin student release when appropriate. **NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent or his/her designee, except individuals on request of parent/ guardian.**
- Utilize your alternate; plan and take regular breaks, 5-10 minutes per hour away from CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Release teachers as appropriate. By law, during a disaster, teachers become “disaster workers.” Stagger teachers and staff appropriate release time to check on family and loved ones when possible.
- Remain on and in charge of your campus until redirected or released by the Superintendent or his/ her designee.

#### **Closing Down:**

- Authorize deactivation of sections, branches or units when they are no longer required.
- At the direction of the Superintendent or his/her designee, deactivate the entire emergency response. If the Fire Department or other outside agency calls an “All Clear,” contact the district before taking any further action.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.



## **Public Information Officer**

**Primary: Board President or Board Member**

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

- ***Important Note- the public has the right and need to know important information related to emergencies/ disaster at the school site as soon as it is available and does not jeopardize an ongoing investigation or local and/or national security.***
- ***News media can play a key role assisting the school in getting emergency/disaster related information to the public and parents. Information released must be consistent, accurate and timely.***

### **Start up Actions:**

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “PIO” (vest, visor, hat, sign etc.)
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Contact local Emergency Operations Center (EOC) to coordinate incident specific information to be released to media (i.e.; size of disaster ect.)

### **Operational Duties:**

- Keep up to date on the situation
- Statements must be approved by the IC and should reflect:
  - Reassurance
  - Incident or disaster cause and time of origin
  - Size and scope of incident
  - Current situation e.g. condition of school site, evacuation progress, care being given, injuries, student release location, etc. **Do not release any names.**
  - Resources in use
  - Best routes to school if known and appropriate
  - Any information school wishes to be released to the public
- Read statements if possible

When answering questions, be complete and truthful, always considering the emotional impact. Avoid speculation, bluffing, lying, and talking 'off the record', arguing, etc. Avoid use of the phrase "no comment."

- Remind school staff to refer all questions from media or waiting parents to the PIO.
- Update information periodically with IC
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

**Closing Down:**

- At the Incident Commanders direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit

**Public Information Officer Equipment and Supplies**

- ID Vest
- Battery Operated AM/FM radio and/or television (if possible)
- Paper/pencils/marketing pens
- Scotch tape/masking tape
- Scissors
- School site maps and area maps
- Laminated poster board or dry erase board for display
- Activity Log

**Command Post Equipment and Supplies:**

- Emergency Operations Plan
- Campus maps
- Master keys
- Pens, pencils etc.
- Clipboards
- Staff and student rosters- 2 sets
- 2- way radio
- Cell phone
- AM/FM portable radio
- Bullhorn
- Tables and chairs
- Canopy for shelter (if outside)
- Hardhat
- Vest
- Activity log

## **A.2 Safety/Security Officer**

**Primary: Ernesto Capistran**

**Alternate: Sam Orozco**

**The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.**

### **Start up Actions:**

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Document the following: Messages received, action taken, decision justification and documentation, requests filled.

### **Operational Duties:**

- Monitor drills, exercises and emergency response for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks in all planning.
- Ensure personnel have adequate intake of water and healthy meals, in the event of a prolonged activation.
- Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

### **Closing Down:**

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

### **Safety Officer Supplies/ Equipment:**

- Vest or position identifier
- Hardhat
- Clipboard, paper, pens and pencils
- Two-way radio

# **OPERATIONS SECTION**

## **B.1 OPERATIONS SECTION CHIEF**

**Primary: Cesar Mena**

**Alternate: Karen Goodchild / Deanna Barnes**

**The Operations Chief manages the direct response to the disaster, which can include the following teams:**

- **Search and Rescue**
- **Medical, First Aid**
- **Student Release**

### **Start up Actions:**

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Assume the duties of ALL Operations Section positions until staff is available and assigned.
- Activate Team Leaders.
- Meet with Team Leaders and initiate response activities.
- Open and maintain activity log.
- Put on position identifier, such as vest or hat if available.

### **Operational Duties:**

- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search and Rescue operations. Appoint Search and Team leaders to direct their operations if necessary.
- As information is received from Operations Staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

**Closing Down:**

- At the Incident Commanders direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Operations Section Chief Equipment and Supplies:**

- Vest or position identifier
- Two-way radio
- Search and Rescue Equipment
- Job Description
- Clipboard, paper or notebook, pens and pencils
- Search and Rescue maps
- Large campus maps
- Activity Log

## **B.2 Search and Rescue Team Leader**

**Primary: Ernesto Capitran**

**Alternate: Sam Orozco / Cesar Mena**

**The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.**

### **Start up Actions:**

- Obtain all necessary equipment.
- Obtain briefing from operations Chief, noting known fires, injuries, or other situations requiring response.
- Assume all Team duties until staff is assigned and available.
- Assign teams based on available manpower, minimum 2 persons per team.

### **Operational Duties:**

- Perform visual check of outfitted team leaving CP, include radio check. Teams must wear sturdy shoes and safety equipment.
- Record names and assignments before deploying teams.
- Dispatch teams to high priority areas first, then to search the campus using specific planned routes.
- Send a specific map assignment with each team.
- Remain at Command Post (CP) in radio contact with Search and Rescue Teams.
- Record all teams' progress and reports on site map, keeping other at CP informed of problems. When a room is reported clear, mark a "C" on the site map.
- If injured students or staff is located, consult Operations Chief for response. Utilize Transport Teams, or send a Medical/First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on map.
- Keep radio communication brief and simple. No codes.

### **Closing Down:**

- Record the return of each S and R Team. Direct them to return equipment and report for additional assignments to Logistics.
- Provide maps and logs to the Documentation Unit.

### **Search and Rescue Team Leader and Teams Equipment/Supplies**

- **Vest**
- **Hardhat**
- **Work gloves**
- **Latex Gloves**
- **Whistle with Master key on lanyard**
- **One member wear first aid backpack**
- **Teams have 2-way radio each**
- **Clipboard with job description and maps of site indicating search plans.**
- **Goggles**
- **Flashlight**
- **Dust masks**
- **Pry bar**
- **Grease pencil**
- **Pens and pencils**
- **Duct tape**
- **Masking tape**
- **Activity log**

### **B.3 Medical Team Leader**

**Primary: Kim Troeger**

**Alternate: Karen Goodchild**

**The Medical Team Leader is responsible for the provision of emergency medical response, first aid and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.**

#### **Start Up Actions:**

- Establish scope of incident with Incident Commander and determine probability of outside emergency medical support and transport needs.
- Assume all Team duties until staff is assigned and available.
- Make Team personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Setup first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/ supplies.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry for triage into treatment area.
- Establish immediate and delayed treated areas.
- Set up separated Psychological First Aid area if staff levels are sufficient.

#### **Operational Duties:**

- Oversee care, treatment, and assessment of patients.
- Ensure Caregiver and rescuer safety: Latex gloves for protection.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request transport team from Logistics.
- If needed, request additional personnel from Logistics.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated secure area; follow guidelines.
- Stay alert for communicable and isolate as appropriate.
- Consult with Student Care director regarding health care, medications and meals for students with known medical conditions.



### **Closing Down**

- At the Incident Commanders direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

### **Medical Team Leader Equipment and Supplies**

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- First Aid Kits w/ backpacks
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Stretchers (located in bus barn)
- Blankets
- Quick Medical Reference Guides
- Tables and Chairs
- Ground cover
- Activity log

## **B.4 Student Release Team Leader**

**Primary: Kim Troeger**

**Alternate: Ellen Hill / Karen Goodchild**

**Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.**

**Personnel: School Registrar, available staff and emergency volunteers. Law enforcement if available, to maintain security of release area.**

### **Start up Actions:**

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assume all Team duties until staff is assigned and available.
- Designate secure areas for student request and release and authorize setup.
- Set up Request Gate at a main student access gate if possible. **Note:** Release Gate should be some distance from Request Gate.
- Obtain and wear vest or position identifier, if available.
- Obtain necessary equipment and forms from Logistics.

### **Operational Duties:**

- Monitor request and release operations.
- Oversee Student Release Team "Procedures" for request and release of students.
- Assist with the location/ verification of missing students.
- Stay in contact with Safety/Security, and Medical Team Leaders.

### **Closing Down:**

- At the direction of the Operations Chief, Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to the Documentation Unit.

### **Student Release Team Leader Equipment/Supplies**

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

# **PLANNING SECTION**

## **C.1 PLANNING SECTION CHIEF**

**Primary: Nancy Shafer**

**Alternate: Deanna Barnes/Kim Troeger**

**This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with Incident Commander to develop the Incident Action Plan. The Section is made up of the Documentation Unit and the Situation Analysis Unit.**

**This unit is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.**

### **Start up Actions:**

- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain activity log.
- Assume duties of ALL Planning Section positions until staff is assigned and available.
- Activate Unit Leaders as needed.
- Put on position identifier, such as vest etc.
- File all reports for reference.
- **Important: a permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.**

### **Student and Staff Accounting:**

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on-duty and off-duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

### **Closing Down:**

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

**Planning Chief Equipment/Supplies**

- 2 way radio
- Paper, pens
- File Box
- Job Description clipboard
- Forms: Situation/Status Report  
Situation/ Status Update  
Activity Log

**Start up Actions:**

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest.
- Determine whether there will be a Staffing Unit and a Finance/Administration Section. If there is neither, the Documentation Unit will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

**Operational Duties**

- Maintain time log of the incident, noting all actions and reports.
- Record content of all communication with Kern High School District Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference.

**Student and Staff Accounting:**

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on duty and off duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

**Closing Down:**

- Collect and file all paper work and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

**Documentation Unit Equipment/Supplies**

- 2 way radio
- Paper, pens and pencils, file boxes, Job Description Clipboard

# **LOGISTICS SECTION**

## **D.1 LOGISTICS SECTION CHIEF**

**Primary: Doug Brown**

**Alternate: Ernesto Capistran**

The Logistics Section is responsible for providing facilities, services, personnel, equipment, materials and forms in support of the incident. The section set ups and maintains an Incident Check In Roster. This unit is responsible for coordinating the check in and assignment of personnel (staff, students, incident volunteers) in support of the incident. The Section is made up of the following units: Supplies/Facilities and Transportation.

### **Start up Actions:**

- Check in with Incident Commander for situation briefing.
- Obtain on site supplies and open facilities.
- Put on position identifier, such as vest or hat.
- Assume lead of all Logistics positions until staffed.
- Establish a check in location to insure that all personnel working on the incident are accounted for.
- Post signs so that staff can easily find incident check in location.
- Activate Team leaders.
- Begin distribution of supplies and equipment as needed.

### **Operational Duties:**

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Ensure that the Incident Command Post and other facilities are properly set up.
- Coordinate supplies, equipment and personnel needs with the Incident Commander.
- Maintain security of stored supplies and equipment.
- Oversee distribution of supplies and equipment where and as needed.
- Open three logs to list staff, volunteers and students who are awaiting assignment.
- Ensure that staff sign in, recording name, assignment, and time on duty and off duty. Make photocopies for the Documentation Unit in the Planning Section.
- Deploy personnel as requested by the incident Commander.
- Sign in volunteers, making sure that volunteers are wearing ID badges and are on the site disaster list. Unregistered volunteers need to be registered.

**Closing Down:**

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.
- Ask volunteers to sign out.
- Close out all logs and turn them into Documentation Unit.

**Logistics Section Chief Equipment/ Supplies**

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus.

## **D.2 Supplies/Facilities Unit**

**Primary: Doug Brown**

**Alternate: Ernesto Capistran**

**This unit is responsible for providing facilities, equipment, supplies and materials in support of the incident.**

### **Start Up Action:**

- Check in with Logistics chief for situation briefing.
- Open supplies container or other storage area if necessary.
- Put on position identifier, such as vest or hat.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

### **Operational Duties:**

- Maintain security of supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area and other facilities as needed.

### **Closing Down:**

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

### **Supplies/ Facilities Unit Equipment/ Supplies**

- **2 way radio**
- **Job Description clipboard**
- **Paper, pens and pencils**
- **Cargo container or other storage area with emergency supplies stored on campus**



### **D.3 Transportation Unit**

**Primary: Doug Brown**

**Alternate: Kim Troeger**

The Transportation Unit is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies and directing vehicles to where they are needed.

#### **Start Up Actions:**

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader.
- Open and maintain position activity log.
- Gather all supplies and personal safety gear.

#### **Operational Duties:**

- Implement various components of the transportation plan.
- Direct the use of vehicles on campus.
- Stay in contact with Section Chief about the needs of other sections.

#### **Closing Down:**

- Release staff and volunteers per direction of Incident Commander.
- Arrange for return of vehicles to vendors.
- Make sure all equipment and reusable supplies are safely and securely stored.
- Close out all logs, messages forms, etc and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

#### **Transportation Unit Equipment/ Supplies**

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

# **FINANCE/ADMINISTRATION SECTION**

## **E.1 FINANCE/ADMINISTRATION SECTION CHIEF**

**Primary: Nancy Shafer**

**Alternate: Deanna Barnes**

**The Finance/Administration Section is responsible for financial tracking, procurement and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.**

### **Start Up Actions:**

- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest or hat.
- Locate and set up workspace.
- Check in with the Documentation Clerk to collect records and information, which relate to personnel time keeping and/or purchasing.

### **Operational Duties:**

- Assume all duties of the Recordkeeping Unit until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Document all expenses for possible future reimbursement.

### **Closing Down:**

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

### **Finance/Administration Equipment/ Supplies**

- **Job Description clipboard**
- **Paper, Pens and Pencils**
- **Activity Log**

## **E.2 Recordkeeping Unit**

**Primary: Nancy Shafer**

**Alternate: Kim Troeger/Deanna Barnes**

**The Recordkeeping Unit is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims and cost recovery are maintained during campus emergencies.**

### **Start Up Actions:**

- Attend a briefing with Finance/Administration Section Chief.
- Locate all supplies.
- Activate personnel and make appropriate assignments.

### **Operational Duties:**

- Monitor the tracking of staff and volunteer hours.
- Monitor the tracking of response-related requests and purchases.
- Facilitate the processing of purchase requests from Logistics Section Chief.

### **Closing Down:**

- Release staff and volunteers per direction of Section Chief.
- Make sure all equipment and unused supplies are returned to Logistics.
- Complete/close-out all logs and turn them over Documentation Team.

### **Recordkeeping Unit Equipment/ Supplies**

- **Job Description clipboard**
- **Paper, Pens and Pencils**
- **Activity Log**

## **9. BLOCHMAN UNION SCHOOL DISTRICT EMERGENCY RESPONSE PROCEDURES**

- **Local Emergency and Agency Phone Numbers**
- **Overview of Emergency Procedures**
- **Initial Response To Emergencies**
  
- **Duck and Cover**
- **Shelter In Place**
- **Lock Down**
- **Building Evacuation**
- **Off- Site Evacuation**
- **All-Clear**
  
- **Aircraft Crash**
- **Animal Disturbance**
- **Armed Assault on Campus**
- **Biological or Chemical Release**
- **Bomb Threat**
- **Bus Disaster**
- **Disorderly Conduct**
- **Earthquake**
- **Explosion**
- **Fire**
- **Fire on School Grounds**
- **Flooding**
- **Incapacitated Staff Member**
- **Loss of Utilities**
- **Motor Vehicle Crash**
- **Psychological Trauma**
- **Suspected Contamination of Food and/ or Water**
- **Unlawful Walkout/Demonstration**
- **Windstorm**
- **First Aid Guidelines**

Each procedure is described in detail and utilizes the school emergency management team for emergency procedures. Not every position may need to be activated on every incident. Each incident needs to be evaluated individually with appropriate response initiated depending on the complexity.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

## **LOCAL EMERGENCY AND AGENCY PHONE NUMBERS**

Santa Barbara County Sheriff's Department.....911..... (805) 934-6150  
Santa Maria Police Department.....911..... (805) 928-3781  
California Highway Patrol.....911..... (805) 349-8728  
Santa Barbara County Probation Department..... (805) 739-8550  
  
Santa Barbara County Fire Department.....911..... (805) 934-6294  
  
American Medical Response Ambulance..... (805) 922-1514  
  
Santa Barbara County Health Department..... (805) 346-8450  
Poison Control Center..... (800) 222-1222  
Red Cross Santa Maria Chapter..... (805) 928-0801

## **OVERVIEW OF EMERGENCY PROCEDURES**

### **How To Use This Resource**

- 1. INCIDENT HAPPENS**
- 2. LOCATE PARTICULAR INCIDENT DESCRIPTOR**
- 3. FOLLOW PROCEDURES FOR THAT INCIDENT**
- 4. ACTIVATE INCIDENT COMMAND SYSTEM (ICS) (See below)**



## **INITIAL RESPONSE TO EMERGENCIES**

*When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three- step process.*

- 1. Identify the type of emergency.**
- 2. Identify the level of emergency.**
  - **Level 1 A Minor emergency handled by School Personnel without assistance from outside agencies: temporary power outage, minor earthquake, injury to student, etc.**
  - **Level 2 A Moderate emergency that requires assistance from outside agencies: fire, moderate earthquake, hazardous material accident, etc.**
  - **Level 3 A Major emergency event that requires assistance from outside agencies: major earthquake, civil disturbance, large scale act of terrorism, etc.**
- 3. Determine immediate action(s) that may be required:**
  - **Duck and Cover**
  - **Shelter In Place**
  - **Lockdown**
  - **Evacuate Building(s)**
  - **Off-Site Evacuation**
  - **All Clear**

## **DUCK AND COVER**

This action is taken to protect students and staff from flying or falling debris.

### **Description of action**

1. The Principal or designee will make the following announcement on the PA system. If the PA system is not available, the Principal or designee will use other means of communication, such as messengers to deliver instructions. The Principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions.

### **Announcement:**

**“YOUR ATTENTION PLEASE. DUCK, COVER AND HOLD ON. DUCK, COVER AND HOLD ON. ADDITIONAL INFORMATION AND INSTRUCTIONS TO FOLLOW.”**

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.



## **SHELTER- IN-PLACE**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-In-Place is implemented when there is a need to isolate students and staff from the outside environment and includes the shut down of classroom and/or building air systems. During Shelter-In-Place, no one should be exposed to the outside air.

### **Announcement:**

**“YOUR ATTENTION PLEASE.  
SHELTER IN PLACE...SHELTER IN PLACE.  
STUDENTS AND STAFF ARE TO REMAIN INSIDE THE  
BUILDING AWAY FROM OUTSIDE AIR WITH  
WINDOWS CLOSED AND DOORS SECURELY CLOSED  
AND AIR CONDITIONING UNITS TURNED OFF.  
ALL STUDENTS AND STAFF WHO ARE OUTSIDE, ARE  
TO IMMEDIATELY MOVE TO THE PROTECTION OF AN  
INSIDE ROOM. AS SOON AS WE FURTHER  
INFORMATION, WE WILL SHARE IT WITH YOU.”**

1. If inside, teachers keep students in classroom until further instructions are given.
2. If outside during passing period, students proceed to the next period classroom immediately if it is safe to do so. If not, teachers and staff are to direct students into nearby classrooms or other school buildings. Teachers are to consider location and proximity of identified hazard and if necessary, proceed to an alternative indoor location.
3. Teachers secure individual classrooms while Safety/Security Team assists completing procedures as needed: shut down classroom/building(s), air system, turn off local fans in area, close and lock doors and windows. If necessary, seal gaps under doors and windows with wet towels or duct tape. Seal vents with aluminum foil or plastic wrap if available and turn off sources of ignition, such as pilot lights.

## **LOCK DOWN**

*Action taken when threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent perpetrator(s) from entering occupied areas. During Lock Down, students remain in classrooms or designated locations at all times.*

**See the section entitled Armed Assault on Campus for further instructions on dealing with an active shooter.**

### **Announcement:**

**"YOUR ATTENTION PLEASE.  
LOCK DOWN... LOCK DOWN.  
IMPLEMENT LOCK DOWN PROCEDURES.  
TEACHERS ARE TO LOCK CLASSROOM DOORS AND  
KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL  
FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL  
NOTIFIED BY AN ADMINISTRATOR OR LAW  
ENFORCEMENT.  
IF YOU ARE OUTSIDE, STUDENTS AND STAFF ARE TO  
PROCEED INSIDE THE NEAREST BUILDING OR  
CLASSROOM IMMEDIATELY. LOCK DOWN."**

1. If inside, teachers instruct students to lie on floor, lock doors and close any shades or blinds if safe to do so.
2. If outside, students proceed to their classrooms if it safe to do so. If not, teachers or staff are to direct students into nearby classrooms or school buildings.
3. Call 911.
4. Teachers and students remain in classroom or secured area until further instructions are given by School Administration and/or law enforcement.
5. Front entrance is to be secured. No visitors, other than appropriate law enforcement or emergency personnel are allowed on campus.

## **EVACUATE BUILDING**

*Action taken after decision is made that it is unsafe to remain in the building.*

### **Announcement:**

**“YOUR ATTENTION PLEASE...PLEASE EVACUATE ALL BUILDINGS. EVACUATE ALL BUILDINGS.**

**TEACHERS AND STUDENTS ARE TO EVACUATE TO THEIR DESIGNATED ASSEMBLY AREA. LOCK DOORS AS YOU ARE EXITING.**

**EVACUATE ALL BUILDINGS.”**

1. Principal or designee initiates fire alarm.
2. Teachers instruct students to evacuate building, using designated routes and assemble in their assigned assembly/shelter area.
3. Teachers secure student roster when leaving building and take attendance once class is assembled in pre-designated safe location. Once assembled, teachers and students stay in place until further instructions are given.

## **OFF-SITE EVACUATION**

*Action taken after decision is made that it is unsafe to remain on campus. Evacuation to an off-site assembly area is required.*

### **Announcement:**

**“YOUR ATTENTION PLEASE...OFF- SITE EVACUATION. OFF-SITE EVACUATION.**

**TEACHERS AND STUDENTS REPORT TO OFF-SITE ASSEMBLY AREA. LOCK DOORS AS YOU EXIT.**

**OFF-SITE EVACUATION.”**

1. Principal or designee determines safest method for evacuating campus. This may include use of school buses or simply walking to designated off-site location.

2. Teachers secure student roster when leaving building and take attendance once class is assembled in pre-designated safe location.
3. Once assembled off-site, teachers and students stay in place until further instructions are given.
4. In the event clearance is received from appropriate agencies, Principals may authorize students and staff to return to classrooms.

### **ALL CLEAR**

*Action taken to notify teachers that normal school operations can resume*

#### **Announcement:**

**“YOUR ATTENTION PLEASE...IT IS NOW OKAY TO  
RETURN TO YOUR CLASSROOM AND RESUME  
NORMAL OPERATIONS.**

**I WOULD LIKE TO THANK AND COMMEND ALL  
STUDENTS AND STAFF OF BLOCHMAN FOR THEIR  
COOPERATION.**

1. This action signifies the emergency is over.
2. If appropriate, teachers immediately begin discussions and activities to address student’s fears, anxieties, and other concerns.

## **AIRCRAFT CRASH**

*Address situations involving and Aircraft Crash on or in proximity to school property.*

### **Procedure**

1. **Call 911.** School Administrator initiates appropriate immediate Response Action.
2. If school Administrator issues **Evacuate Building** action, staff and students evacuate buildings by prescribed routes or other safe routes to assembly/shelter area.
3. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Student Care Team notified of any missing students.
4. If on school property, Safety/Security secures crash area to prevent unauthorized access. For fuel or chemical spill on school property or utility interruption see appropriate section of Emergency Response Guide.
5. School Administrator directs Safety/Security Team to organize fire suppression activities until Fire Department arrives.
6. Medical Team checks injuries and provides appropriate first aid.
7. Any affected areas closed until appropriate public safety and hazardous materials agency provide clearance and School Administrator issues authorization to do so.
8. If it is unsafe to remain on campus, School Administrator initiates **Off-Site Evacuation**.

## **ANIMAL DISTURBANCE**

*Procedure implemented when presence of a vicious animal or any wild animal threatens safety of students and staff.*

### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Lock Down or Evacuate Building**.
2. Staff members attempt to isolate animal from students and staff, if it is safe to do so. If animal is outside, students are kept inside. If animal is inside, students remain outside away from animal. Isolate animal if possible.
3. For outside assistance, School Administrator is to **call 911**. If the situation is not life threatening, you can call the following appropriate number:

Santa Barbara County Animal Control    (805) 934-6119

4. If staff member or student is injured, School/District Nurse, District Office and parent is notified.
5. School Administrator initiates **Off-Site Evacuation if warranted**.

## **ARMED ASSAULT ON CAMPUS**

*Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives or other harmful devices may be involved.*

**Procedure – Quickly determine the most reasonable way to protect your own life. Remember that students will likely follow the lead of teachers and school employees during an active shooter situation.**

- 1. RUN – If there is an accessible escape path, attempt to evacuate the premises. Be sure to:**
  - a. Have an escape route and plan in mind
  - b. Evacuate regardless of whether other agree to follow
  - c. Leave your belongings behind
  - d. Help others escape, if possible
  - e. Prevent individuals from entering an area where the active shooter may be
  - f. Keep your hands visible
  - g. Do not attempt to move wounded people
  - h. Call 911 when you are safe
- 2. HIDE – If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.**
  - a. Your hiding place should:
    - i. Be out of the active shooter's view
    - ii. Provide protection if shots are fired in your direction (i.e., a room with a closed and locked door)
    - iii. Not trap you or restrict your options for movement
  - b. To prevent an active shooter from entering your hiding place:
    - i. Lock the door
    - ii. Blockade the door with heavy furniture
  - c. If the active shooter is nearby:
    - i. Lock the door
    - ii. Silence your cell phone
    - iii. Turn off any source of noise (i.e., radios, televisions)
    - iv. Hide behind large items (i.e., cabinets, desks)
    - v. Remain quite
  - d. If evacuation and hiding are not possible:
    - i. Remain calm
    - ii. Dial 911, if possible, to alert police of the active shooter's location
    - iii. If you cannot speak, leave the line open and allow the dispatcher to listen
- 3. FIGHT – As a last resort, an only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:**
  - a. Acting as aggressively as possible against him/her
  - b. Throwing items and improvising weapons
  - c. Yelling
  - d. Committing to your actions

#### **HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES:**

- 1.** Remain calm, and follow officers' instructions
- 2.** Put down any items in your hands (i.e., bags, jackets)
- 3.** Immediately raise hands and spread fingers
- 4.** Keep hands visible at all times
- 5.** Avoid making quick movements toward officers such as holding on to them for safety
- 6.** Avoid pointing, screaming, and/or yelling
- 7.** Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which the officers are entering the premises

**All Clear** signal will be made by **personal notification only**, after consultation with Law Enforcement Administrative Personnel on scene.

**Staff is not to act upon bells or PA messages without this Personal Notification.**



## **BIOLOGICAL OR CHEMICAL RELEASE**

*A biological or Chemical Release involves discharge of a biological or chemical substance in a solid, liquid or gaseous state. The release of radioactive materials may happen.*

*Common chemical threats within or adjacent to schools include discharge of acid in a school laboratory, overturned truck of hazardous materials in proximity of the school, or a nearby explosion at oil refinery, chemical plant or railroad yard.*

*Indicators suggesting the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include an unusual odor or the presence of distressed animals or dead birds.*

### **Scenario 1- Substance Released Inside a Room or Building**

#### **Procedure**

1. School Administrator initiates **Evacuate Building**. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located **upwind** of affected room or building.
2. School Administrator **call 911**, providing exact location and nature of emergency.
3. School Administrator notifies District of situation.
4. Access to potentially contaminated areas is restricted.
5. Safety/Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).  
Affected individuals remain isolated until cleared for by release by Santa Barbara County HazMat Interagency Team or Santa Barbara County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Operation Section Chief provides a list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.

8. Any affected areas will not be reopened until Santa Barbara County HazMat Interagency Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

### **Scenario 2- Substance Released Outdoors and Localized Procedure**

1. School Administrator determines appropriate immediate Response Action, which may include **Shelter-In-Place** or **Evacuate Building** while directing staff to remove students from affected areas to area **upwind** from the release.
2. Safety/Security Team establishes safe perimeter around affected area and ensures personnel do not reenter area.
3. School Administrator **calls “911,”** providing exact location and nature of emergency.
4. School Administrator notifies District of situation.  
A District Representative shall immediately notify the State Office of Emergency Services, (800) 852-7550 and advise of the situation.
5. Safety/Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building’s air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated “tropically” by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases).  
Affected individuals remain isolated until cleared for by release by Santa Barbara County HazMat Interagency Team or Santa Barbara County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.
7. Operations Section Chief provides list of all people in areas of contamination, especially those who may have had actual contact with substance.
8. Any affected areas will not be reopened until Santa Barbara County Interagency HazMat Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

### **Scenario 3: Substance Released In Surrounding Community**

#### **Procedure**

1. School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates **Shelter-In-Place**.
2. Upon receiving **Shelter-In-Place**, notification, Safety/Security Team turns off local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seals gaps under doors and windows with wet towels and/or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.
3. Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings. Teachers communicate their locations to School Administrator, using the PA system or other means without leaving the building.
4. School Administrator "**calls 911**", providing exact location and nature of emergency.
5. School Administration notifies District Office of situation.
6. School remains in **Shelter-In-Place** until County of Santa Barbara HazMat Team or appropriate agency provides clearance, or staff is otherwise notified by School Administrator.

## **BOMB THREAT**

*Responses to Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that present risk of an explosion.*

### **Procedure**

1. If threat is received by telephone, person receiving the call attempts to keep the caller on the telephone as long as possible and alerts someone else to contact **School Administrator and/or Sheriff's Department 911.**
2. The person receiving the call is to stay calm and speak calmly. Listen closely to voice of caller to determine caller's age, sex, accent, speech impediment etc. Listen for background noise such as payphone, school yard, busy traffic, railroad cars, PA systems etc.
3. **Person answering the bomb threat asks the following questions, records the answers, and then immediately notifies School Administrator**
  - **When is the bomb going to explode?**
  - **Where is it?**
  - **What will cause it to explode?**
  - **What kind of bomb is it?**
  - **What's your name?**
  - **Why are you doing this?**
  - **What can we do for you to avoid this?**
  - **Can I call you back? Give me your number.**
4. Depending on the seriousness of the threat, make a decision whether or not to evacuate.
5. With Administration, Police Officers and Safety/Security Teams and other appropriate staff conduct a search of the school. If a strange or suspicious object is discovered, it is **NOT** to be touched, handled or moved by searching personnel. Notify jurisdictional law enforcement agency of situation by "**calling 911.**"
6. Have appropriate staff contain area, keeping everyone away. Have other search teams continue to search until all areas of the campus and buildings have been completely searched (possibility of secondary device or object could have been planted). All Cell Phones should be turned off and not used.
7. After search, School Administrator determines appropriate Immediate Response Action(s), which may include **DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING OR OFF-SITE EVACUATION.**

8. When suspicious object or bomb is found, School Administrator issues **Evacuate Building Action**. Staff and students evacuate building using prescribed routes or alternate safe routes away from object to assembly/shelter site.
9. Teachers bring student roster and take attendance at assembly area to account for students. Teachers notify Administrator of missing students.
10. School activities are not resumed until affected area and school has been inspected and searched by proper authorities and determined to be safe. School Administrator will make **All Clear Announcement**.

## **DISORDERLY CONDUCT (INDIVIDUAL)**

*Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If perpetrator is armed, refer to Armed Assault on Campus Procedures.*

### **Procedure**

1. Upon witnessing Disorderly Conduct, staff takes steps to calm and control situation and attempt to isolate perpetrator from other students and staff, if it is safe to do so.
2. Staff immediately notifies a School Administrator.
3. School Administrator assesses situation and calls Police Department for officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel on scene **“calls 911.”**
4. If immediate threat is not clearly evident, School Administrator may attempt to diffuse situation. Approach perpetrator in calm, non-confrontational manner and request he/she cooperate and try to talk. For safety, the perpetrator may be detained and handcuffed for their safety and safety of others.
5. If perpetrator is a student, an attempt is made to notify the family. (Family members may have information and provide information on handling the student.)
6. School Administrator notifies District Office of situation.

## **DISORDERLY CONDUCT/RIOT (GROUPS)**

*Disorderly Conduct or Riot is large gathering of students who become out of control and participate in violent or non-violent activities. Keeping majority of students not involved in this type of illegal activity isolated and away from activity is imperative in bringing these actions under control.*

### **Procedure**

1. Upon witnessing Disorderly Conduct of this nature, staff takes steps to calm and control situation and attempt to isolate those involved from each other.
2. Other staff attempts to calm and control other students not involved and get them on their way to class or off campus if incident is after school. While doing this, attempt to locate and identify witnesses who may provide information for School Administrators and/or School Police.
3. Staff immediately notifies School Administrator.
4. School Administrator assesses situation and calls Police Department for officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel on scene **"calls 911."**
5. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.**
6. Secure all gates and entrances to the campus.
7. Only authorized personnel are to be allowed in or out of the site.
8. Sign-in and Sign-out all authorized visitors noting date and time, telephone number and reason for visit.
9. During passing periods, **All Staff** should be on campus supervising, while teachers stand at the doorways to their classrooms watching and supervising students.
10. Staff is to report any suspicious activity, break up groups of students loitering and listen for any rumors or reports of possible ongoing activity by students. Maximum supervision by staff is recommended during student lunch periods.
11. School Site Parent Groups may be contacted to assist with supervision and help monitor activity.
12. Notify appropriate District Personnel for assistance as needed.

## **EARTHQUAKE**

*Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings and injuries. Even a mild tremor can create a potentially hazardous situation. The following procedures should be implemented in response to all earthquakes, regardless of magnitude.*

### **Procedure**

**Note: Keep calm and remain where you are. Assess situation, then act. Remember, most injuries or deaths are direct cause of falling or flying debris.**

1. Upon first indication of an earthquake, teachers direct students to **Duck and Cover**.
2. Move away from windows and overhead hazards to avoid glass and falling objects
3. When shaking stops, School Administrator initiates **Evacuate Building**. Staff and students evacuate buildings using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
5. If injury or damage is suspected, School Administrator **“calls 911.”**
6. Safety/Security Team attempts to suppress fires with extinguishers.
7. Safety/Security Team notifies school personnel of fallen electrical wires.
8. Safety/Security Team turns checks for gas main leaks and water leaks and notifies School Administrator of situation.
9. Safety/Security Team is directed to stand post in areas of building to keep people from entering.
10. Safety/Security Team Leader notifies Maintenance to contact appropriate utility companies of any damages to water lines, sewers, power lines and other utilities.
11. Medical Team checks for injuries and provides appropriate first aid.
12. If area appears safe, Search and Rescue Team makes initial inspection of school buildings to identify any injured or trapped students or staff.
13. School Administrator confers with Maintenance to ensure buildings are safe for re-occupancy. When safe to do so, Safety/Security Team conducts inspection of school buildings. Safety/Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.



14. Any affected areas are not reopened until School Administrator gives authorization to do so.
15. School Administrator initiates **Off- Site Evacuation** if warranted.

## **EXPLOSION/ RISK OF EXPLOSION**

### **Scenario 1: Explosion on School Property**

#### **Procedure**

1. In event of explosion, all persons initiate **Duck and Cover**
2. School Administrator considers possibility of another imminent explosion and takes appropriate action.
3. After explosion, School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In- Place, Evacuate Building, or Off-Site Evacuation**. Evacuation may be warranted in some buildings and other buildings may be used for shelter.
4. In event of evacuation, staff and students use prescribed routes or other safe routes and proceed to assembly/shelter site.
5. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
6. School Administrator calls 911
7. Safety/Security Team turns off school's main gas supply.
8. Medical Team, when safe, checks for injuries and provides appropriate first aid.
9. Staff attempts to suppress fires with fire extinguishers.
10. Safety/Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
11. Safety/Security Team Leader posts guards safe distance away from building entrance preventing persons entering school buildings, considering possible secondary explosion sites.
12. When determined by emergency response officials to be safe to enter affected areas, School Administrator advises Search and Rescue Team to initiate search and rescue efforts.
13. School Administrator confers with Maintenance to ensure buildings are safe for re-occupancy. When safe to do so, Safety/Security Team conducts inspection of school buildings. Safety/Security Team maintains a log of their findings, by building and provides periodic report to Incident Commander.

14. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
15. School Administrator initiates **Off- Site Evacuation if warranted.**

### **Scenario 2: Risk of Explosion on School Property**

#### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In- Place, Evacuate Building, or Off-Site Evacuation.**
2. If School Administrator issues **Evacuate Building Action**, staff and students evacuate building using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
4. School Administrator calls 911
5. Safety/Security Team turns off school's main gas supply.
6. Staff attempts to suppress fires with fire extinguishers.
7. School Administrator advises Search and Rescue Team to initiate search and rescue efforts if warranted.
8. Safety/Security Team Leader notifies appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. Any areas affected by explosion are not reopened until appropriate agency provides clearance and School Administrator gives authorization.
10. School Administrator initiates **Off- Site Evacuation if warranted.**

### **Scenario 3: Explosion or Risk of Explosion in Surrounding Area**

1. School Administrator initiates **Shelter-In-Place.**
2. School Administrator calls 911
3. School Administrator takes further actions as needed.

4. School Remains In **Shelter-In-Place** condition until appropriate agency gives clearance that situation is under control. Upon receiving clearance, School Administrator gives **All- Clear Announcement**.

#### **Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials**

##### **Procedure**

1. School Administrator initiates **Shelter-In-Place**.
2. When sheltering, personnel establish adequate barriers or shielding (concrete walls, metal doors etc.) between themselves and source of blast or explosion and avoids sheltering near exterior windows.
3. School Administrator calls 911
4. After initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid.
5. Safety/Security Team turns off schools main gas supply, local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seal gaps under doors and windows with wet towels or duct tape.
6. School remains in **Shelter-In-Place** condition until County of Santa Barbara HazMat Team or appropriate agency provides clearance and School Administrator issues further instructions.

## **FIRE ON SCHOOL GROUNDS**

*Procedure addresses situations where fire is discovered on school grounds. A quick response situation is very important to prevent injuries and property damage.*

### **Procedure**

1. Upon discovery of fire, signal fire alarm and teachers and staff direct all students out of building and area in a calm and orderly manner.
2. School Administrator immediately initiates **Evacuate Building**. Staff and students evacuate using prescribed routes or other safe routes to assembly/shelter site.
3. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
4. School Administrator calls 911
5. Safety/Security Team suppresses fires and initiates rescue procedures until local fire department arrives.
6. Safety/Security Team secures area to prevent unauthorized entry and keeps access roads and gates clear for emergency vehicles.
7. Safety/Security Team Leader directs fire department to fire and briefs department official on situation.
8. Safety/Security Team notifies Maintenance and Designee of situation and also informs to contact any affected utility companies to respond.
9. If needed, Director of Transportation or Designee is notified for buses to evacuate students and staff if warranted.
10. Any affected areas are not reopened until local fire department or appropriate agency provides clearance and School Administration.
11. All fires, regardless of size, which are extinguished by school personnel, require a contact to fire department to indicate "fire is out" and to request fire department to respond for investigation and confirm.

## **FIRE IN SURROUNDING AREA**

*Procedure addresses fire discovered in area adjoining school. The initiated response actions take into consideration location and size of fire, its proximity to school and likelihood that fire may affect school.*

### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.**
2. School Administrator calls 911.
3. School Administration instructs Safety/Security Team to prevent students from approaching fire and keep routes open for emergency vehicles.
4. Agency Liaison works with fire department to determine if school grounds are threatened by fire, smoke, or other hazardous conditions.
5. If School Administrator issues **Evacuate Building**, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
6. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.
7. If needed, Director of Transportation is notified for request of buses for student and staff evacuation.
9. School Administrator initiates **Off- Site Evacuation** if warranted.

## **FLOODING**

*Procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or failure of a man-made dam.*

### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.**
2. School Administrator calls 911
3. If School Administrator issues **Evacuate Building or Off-Site Evacuation**, staff and students evacuate affected building(s) using prescribed routes or other safe routes to assembly/shelter site.
4. Teachers bring student roster and take attendance at assembly/shelter site to account for students. Teachers notify School Administrator of missing students.

## **INCAPACITATED STAFF MEMBER**

*Procedure addresses situations involving school staff members who become ill, injured, unconscious, or unable to respond to students or other staff.*

### **Procedure**

1. A staff or student directs another student to contact office and request assistance either by classroom phone or immediate response.
2. Another student notifies a teacher or staff member in adjoining classroom.
3. Students remain calm and in seats

## **LOSS OR FAILURE OF UTILITIES**

*Procedure addresses situations involving loss of water, power or other utility on school grounds. Should also be used in event of discovery of gas leak, exposed electrical line, or break in sewer lines.*

### **Procedure**

1. If water or electrical line is broken, efforts are made to turn off water or power to affected area and to notify School Administrator immediately.
2. Upon notice of loss of utilities, School Administrator assesses situation and determines if appropriate Immediate Response Actions, which may include **Shelter-In-Place or Evacuate Building**, are to be initiated.
3. School Administrator notifies Maintenance and informs them of situation which includes location and nature of situation/emergency. Additional appropriate personnel are notified at discretion of School Administrator.
4. Maintenance Personnel, working with School Administration, contact affected utility company to determine whether their assistance is required and determine potential length of time service will be interrupted.

### **Important Utility Service Phone Numbers:**

Pacific Gas and Electric (PG&E)	(800) 743-5000
Golden State Water Service	(805) 396-2400
The Gas Company	(800) 427-2000
Verizon	(800) 734-4615

5. School Administrator along with appropriate personnel, make decision whether to postpone remaining school day and arrange for early student dismissal.
6. School Administrator arranges for media announcements regarding situation.



## **MOTOR VEHICLE CRASH**

*Procedure addresses situations involving Motor Vehicle Crash on or immediately adjacent to school property.*

### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.**
2. School Administrator calls 911
3. Safety/Security Team secures crash area to prevent unauthorized entry.
4. School Administrator directs Safety/Security Team to organize fire suppression activities, if it is safe to do so, until fire department arrives.
5. Safety/Security Team checks for injuries to provide appropriate first aid.
6. Any affected areas are not reopened until appropriate agency provides clearance and School Administrator issues authorization to do so.

## **PSYCHOLOGICAL TRAUMA/ AFTERMATH COUNSELING**

***Crisis Management Actions*** are to be taken during and subsequent to any emergency that may have psychological impact on students and staff, such as act of violence; death of a student or staff member; earthquake or other natural disaster; serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- *Temporary disruption of regular school functions and routines.*
- *Significant interference with ability of students and staff to focus on learning.*
- *Physical and/or psychological injury to students and staff.*
- *Concentrated attention from community and news media.*

*As a result of such emergencies, students and staff may exhibit variety of psychological reactions. As soon as physical safety of those involved has been insured, attention must turn to meeting emotional and psychological needs of students and staff.*

### **Procedure**

1. School Administrator establishes Medical Team, which has primary responsibility for providing necessary assistance after all types of crisis, including psychological first aid.
2. Medical Team assesses range of crisis intervention services needed during and following the emergency.
3. Medical Team provides for or arranges for direct intervention services.
4. If there is need for additional counseling services, School Administrator notifies District Superintendent or Designee.
5. Medical Team advises and assists School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, Medical Team members provide ongoing assessment of needs and follow-up services as required.

## **SUSPECTED CONTAMINATION OF FOOD OR WATER**

*Procedure followed if site personnel report suspected contamination of food or water.*

*Procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies.*

*Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.*

### **Procedure**

1. School Administrator and, Cafeteria Supervisor isolates suspected contaminated food/water to prevent consumption and restricts access.
2. School Administrator calls 911.
3. State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate
6. School Administrator maintains a log of affected students and staff and symptoms; food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.
7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

## **UNLAWFUL DEMONSTRATION/ WALKOUT**

*An Unlawful demonstration/ walkout is any unauthorized assemblage on or off campus by staff or students for purpose of protest or demonstration.*

### **Procedure**

1. Upon indication that unlawful demonstration or walkout is about to begin, personnel immediately notify School Administrator.
2. School Administrator assesses situation and initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place**.
3. Student Release Team immediately proceeds to control student ingress and egress. Each person entering or leaving campus is required to sign his/her name and record other pertinent information.
4. If students leave campus, School Administrators and allied law enforcement agencies will accompany them. All attempts will be made to guide and control actions of students while off-site.
5. Students not participating in demonstration or walkout are kept within their classrooms until further notice by School Administrator. Teachers close and lock classroom doors. Students and staff are protected from flying glass in event windows are broken by closing drapes and blinds in rooms so equipped.
6. Documentation Unit staff attempt to keep accurate record of events, conversations and actions.
7. All media inquiries are referred to Incident Commander Officer.
8. School Administrator proceeds in good judgment on basis of police or other legal advice, in taking action to control and resolve situation.
9. School Administrator notifies parents of incident, as appropriate.

## **WINDSTORM**

*Warning of an impending windstorm is usually received via radio, television, or civil defense officials. The United States Weather Service can usually forecast severe windstorms. If time and conditions permit, students and staff are sent home (with BUSD Superintendent's approval). If high winds develop during school hours without sufficient warning, the following emergency procedure is followed.*

### **Procedure**

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place**.
2. Close all windows and blinds.
3. Evacuate classrooms that bear full force of the wind.
4. When sheltering, personnel remain near an inside wall of a ground floor if the building has more than one level. Avoid sheltering near exterior windows.
5. Avoid auditoriums, gymnasiums and other enclosures that have long roof spans.
6. School Administrator and/or designee's monitor radio or television announcements and initiates further actions as appropriate.
7. School remains in **Shelter-In-Place** condition until U.S. Weather Service or appropriate agency or Bochman Union School District Administration provides clearance and School Administrator issues further instructions.

# **EMERGENCY RESOURCE LIST**

	<b>Primary</b>	<b>Alternate</b>
<b>Incident Commander</b>	<b>Doug Brown</b>	<b>Sam Orozco/Nancy Shafer</b>
<b>Public Information Officer</b>	<b>Board President</b>	<b>Board Member</b>
<b>Safety/Security Officer</b>	<b>Ernesto Capistran</b>	<b>Sam Orozco</b>
<b>Operations Section Chief</b>	<b>Cesar Mena</b>	<b>Karen Goodchild/Deanna Barnes</b>
<b>Search and Rescue Team</b>	<b>Ernesto Capistran</b>	<b>Sam Orozco/Cesar Mena</b>
<b>Medical Team Leader</b>	<b>Kim Troeger</b>	<b>Karen Goodchild</b>
<b>Student Release Team</b>	<b>Kim Troeger</b>	<b>Ellen Hill/Karen Goodchild</b>
<b>Planning Section Chief</b>	<b>Nancy Shafer</b>	<b>Deanna Barnes/Kim Troeger</b>
<b>Logistics Section Chief</b>	<b>Doug Brown</b>	<b>Ernesto Capistran</b>
<b>Supplies/Facilities Unit</b>	<b>Doug Brown</b>	<b>Ernesto Capistran</b>
<b>Transportation Unit</b>	<b>Doug Brown</b>	<b>Kim Troeger</b>
<b>Finance/Administration</b>	<b>Nancy Shafer</b>	<b>Deanna Barnes</b>
<b>Recordkeeping Unit</b>	<b>Nancy Shafer</b>	<b>Kim Troeger/Deanna Barnes</b>



VII – C

BLOCHMAN  
UNION SCHOOL  
DISTRICT

ANNUAL AND  
FIVE –YEAR  
DEVELOPER  
FEE REPORT  
FOR THE  
2022-2023  
FISCAL YEAR



# THE BLOCHMAN UNION SCHOOL DISTRICT ANNUAL AND FIVE –YEAR DEVELOPER FEE REPORT FOR THE 2022-2023 FISCAL YEAR

Pursuant to Government Code Sections 66006 and 66001 that school districts provide the following financial information to the public each year. The report must be made available for public review 180 days after the close of the previous fiscal year. Developer fees are intended to be used for the construction and reconstruction (modernization) of school facilities to accommodate students from new development. Developer fees are not intended for general revenue purposes.

**I. THE DISTRICT PROVIDES THE FOLLOWING INFORMATION IN COMPLIANCE WITH GOVERNMENT CODE SECTION 66006 FOR THE 2022-2023 FISCAL YEAR**

**A. THE FEES REPORTED ARE LEVEL I FEES**

Blochman Union School District (District) collected Level 1 fees on the following types of development:

Residential	\$3.42/square foot
Commercial	\$0.56/square foot
Rental/Self Storage	No Charge

**B. AMOUNT OF DEVELOPER FEES COLLECTED, BEGINNING AND ENDING BALANCE**

The fee amounts reported were authorized by the District's Board of Trustees. The fees partially mitigate the impact caused by new residential and commercial construction and do not adequately fund the District's school facility needs. Below is the schedule that shows the fund's beginning balance, fees collected, interest earned, expenditures paid, and the final ending balance:

Beginning Balance		\$	1
Revenues			
Interest Earned	\$	10	
Fees Collected		1,459	
Total Revenues			\$1,469
Expenses			
Portable classroom lease	\$	1,463	
Total Expenses			\$1,463
Ending Balance		\$	7

C. DETAILS OF FEES COLLECTED

Project Type	Amount
Commercial	\$ 0
Residential	\$1,459
<b>Total Collected</b>	<b>\$1,459</b>

D. FEES WERE EXPENDED FOR THE FOLLOWING PROJECTS IN FISCAL YEAR 2022-2023

**BLOCHMAN UNION SCHOOL DISTRICT  
ITEMIZED FEE EXPENDITURES  
2022-2023**

Project Description	Percentage Funded with Fees	Amount
Portable classroom lease	16%	\$ 1,463

E. PORITION OF THE FUND/ACCOUNT THAT REMAINS UNEXPENDED

There was \$7 remaining fund balance to be expended in 2023-2024.

F. DURING THE 2023-2024 FISCAL YEAR THE DISTRICT WILL COMMENCE CONSTRUCTION ON THE FOLLOWING PROJECTS

G.

Project	Actual Commencement Date
Not applicable	Not applicable

H. REFUNDS

No refunds were paid from the fund during the 2022-2023 fiscal year.

I. **THE DISTRICT HAS TRANSFERRED OR MADE LOANS FROM THE ACCOUNT AS NOTED**

Description of Interfund Transfer or Loan	Funds to Which Reportable Fees Are Loaned	Amount	Date Loan Repaid	Rate of Interest
No Loans Made	N/A	N/A	N/A	N/A

II. **PROJECTS PROPOSED IN THE NEXT FIVE YEARS FOR WHICH FEES WILL BE EXPENDED**

- A. The fees are collected on new residential and commercial development within the District to fund school facilities required to serve students generated by new development. The fees will be used to pay for a portable classroom lease.

B. **RELATIONSHIP BETWEEN FEES COLLECTED AND PURPOSE FOR WHICH THEY ARE COLLECTED**

There is a reasonable relationship between fees charged and the need for portable classroom facilities. The fees collected do not exceed the cost of providing adequate school facilities.

C. **SOURCES OF FUNDING**

Source of Funding	Amount of Funding Anticipated to be Received to Complete Financing of School Facilities
1. State Funding Program Funds	\$0
2. State Hardship Funds	\$0
3. Community Facilities Districts	None Available
4. General Obligation Bond Proceeds	None Available
5. Redevelopment Pass-Through Agreements	None Available
6. Statutory School Facility Fees Level I	Collection unknown
7. Alternative School Facility Fees Level II	Not collected
8. Mitigation Payments	None Available
9. Certificates of Participation (COP)	None Available
10. SB-201 Fees	None Available
11. Other Sources	\$0
<b>12. Total Funding (Anticipated)</b>	<b>\$0</b>

D. PROJECTS TO BE STARTED IN THE NEXT FIVE YEARS

Project Name	Estimated Cost of Project	Source of Funds	Anticipated Date to Commence Project
1. None	N/A	N/A	N/A

D. SUMMARY OF ANTICIPATED REVENUE AND PROJECT COSTS

Total Funds Needed (Add total of projects to be completed in next five years)	\$0
Total Anticipated Funds (Line 11 of Funding Sources)	\$0
<b>Shortfall</b>	<b>\$0</b>

VII – D



**Policy 0410: Nondiscrimination In District Programs And Activities**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017 | **Last Revised Date:** 12/10/2019

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, reproductive health decisionmaking, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. The Superintendent or designee shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.8, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's website and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public

education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

#### **Access for Individuals with Disabilities**

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school websites, notetakers, written materials, taped text, and Braille or large-print materials. Individuals with disabilities shall notify the Superintendent or designee if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

The individual identified in Administrative Regulation 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. The compliance officer shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Superintendent \_\_\_\_\_  
(title or position)  
4949 Foxen Canyon Rd., Santa Maria, CA 93454  
(address)  
805-937-1148 \_\_\_\_\_  
(telephone number)  
brown@blochmanusd.org \_\_\_\_\_  
(email)

**Policy 1312.2: Complaints Concerning Instructional Materials**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017

The Governing Board uses a comprehensive process to adopt district instructional materials that is based on selection criteria established by law and Board policy and includes opportunities for the involvement of district staff, parents/guardians, and community members, and, as appropriate, students. Complaints concerning the content or use of instructional materials, including textbooks, supplementary instructional materials, library materials, or other instructional materials and equipment, shall be properly and fairly considered using established complaint procedures.

Parents/guardians are encouraged to discuss any concerns regarding instructional materials with their child's teacher and/or the school principal. If the situation remains unresolved, a complaint may be filed using the process specified in the accompanying administrative regulation and exhibit.

The district shall accept complaints concerning instructional materials only from staff, district residents, or the parents/guardians of children enrolled in a district school. (Education Code 35160)

However, a complaint related to the use or prohibited use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library that alleges unlawful discrimination based on a violation of Education Code 243 shall be filed, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

When deliberating upon challenged materials, the Superintendent, or any designee or committee established by the Superintendent to review the materials, shall consider the degree to which the materials aligned with the criteria for instructional materials as specified in law, Board policy, and administrative regulation. In addition, such deliberations may consider the educational philosophy and vision of the district; the educational suitability of the materials including the manner in which the materials support the curriculum and appropriateness for the student's age; the professional opinions of teachers of the subject and of other competent authorities and/or experts; reviews of the materials by reputable bodies; the stated objectives in using the materials; community standards; the allegations in the complaint, including the extent to which the objections are based on the dislike of ideas contained in the materials; and the impact that keeping or removing the materials would have on student well-being.

The Superintendent, or any designee or committee established by the Superintendent to review the materials, shall not prohibit the continued use of an appropriately adopted textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library on the basis that it contains inclusive and/or diverse perspectives, as specified in Education Code 243.

If the complainant finds the Superintendent's or review committee's decision unsatisfactory, the complainant may appeal the decision to the Board.

Any challenged instructional material that is reviewed by the district shall not be subject to further reconsideration for 12 months, unless required by law.

Complaints related to the sufficiency of textbooks or instructional materials shall be resolved as specified in Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures.



**Regulation 1312.2: Complaints Concerning Instructional Materials**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017

**Step 1: Informal Complaint**

If a staff member, district resident, or parent/guardian of a student enrolled in a district school has a complaint regarding the content or use of any specific instructional material, such individual shall informally discuss the material in question with the principal. (Education Code 35160)

**Step 2: Formal Complaint**

If the complainant is not satisfied with the principal's initial response, the complainant shall present a written complaint to the principal. Complaints regarding printed material shall name the author, title, and publisher and shall identify the objection by page and item numbers. In the case of nonprinted material, written information specifying the precise nature of the objection and location of such material shall be given. In order for the district to reply appropriately, complainants shall sign all complaints and provide identifying information. Anonymous complaints will not be accepted.

Upon receiving a complaint, the principal shall provide the complainant with a written acknowledgement of its receipt and respond to any procedural questions the complainant may have. The principal shall then notify the Superintendent or designee, the teacher(s), and other staff as appropriate.

During the investigation of the complaint, the challenged material may remain in use until a final decision has been reached.

**Step 3: Review Committee**

The Superintendent or designee shall determine whether to convene a review committee to review the complaint.

If the Superintendent or designee determines that a review committee is necessary, the Superintendent or designee shall appoint a committee composed of administrators and staff members selected from relevant instructional and administrative areas. The Superintendent or designee may also appoint parents/guardians, students, and community members, as appropriate, to serve on the committee.

The Superintendent or designee may provide training to the review committee to ensure that the review committee is informed regarding its responsibilities, the criteria to follow when reviewing instructional materials, and applicable laws, Board policy(ies), and administrative regulation(s).

Within 30 days of being convened, the review committee shall summarize its findings in a written report. The Superintendent or designee shall notify the complainant in writing of the committee's decision within 15 days of receiving the committee's report.

**Step 4: Superintendent Determination**

If the Superintendent or designee determines that a review committee is not necessary, the Superintendent or designee shall, in a timely manner, issue a decision regarding the complaint.

**Step 5: Appeal to the Governing Board**

If the complainant remains unsatisfied, the complainant may appeal the Superintendent's or review committee's decision to the Board. The Board's decision shall be final.

**Exhibit 1312.2-E(1): Complaints Concerning Instructional Materials**

Status: DRAFT

Original Adopted Date: Pending

**REQUEST FOR RECONSIDERATION OF EXISTING  
INSTRUCTIONAL MATERIALS**

This form is only for use by district employees, district residents, or parents/guardians of children enrolled in a district school to challenge the content or use of any existing textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library.

Date: \_\_\_\_\_

Name of person filing complaint: \_\_\_\_\_

**Anonymous complaints will not be accepted.**

Group represented (if any): \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Address: \_\_\_\_\_

**Instructional Material Being Challenged:**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

Date of Edition: \_\_\_\_\_

Name of school/classroom instructional material was  
used: \_\_\_\_\_

1. Please specifically state the nature of your concern or objection and identify your objection by page, website, webpage and/or link, recording or digital sequence, video frame, or words, as appropriate. You may use additional pages if necessary.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Was the instructional material of concern read/heard/viewed in isolation or was the entire selection read/heard/viewed? If the entire selection was not read/heard/viewed, what is your estimate regarding the percentage of the amount read/heard/viewed?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What is your concern regarding the consequence if a student reads/hears/views the instructional material? In your assessment, is the instructional material appropriate for the age of the students being taught?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What would you like the school to do about the instructional material?

-----  
-----  
-----  
-----

-----  
Signature of complainant

**For District Use:**

Request received by:-----

Date:-----

Title:-----

Action taken:-----

Date:-----

-----

**Policy 1312.3: Uniform Complaint Procedures**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017 | **Last Revised Date:** 01/11/2022

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

**Complaints Subject to UCP**

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve complaints regarding the following programs and activities:

1. Accommodations for pregnant and parenting students (Education Code 46015)
2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)
3. After School Education and Safety programs (Education Code 8482-8484.65)
4. Agricultural career technical education (Education Code 52460-52462)
5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)
6. Child care and development programs (Education Code 8200-8488)
7. Compensatory education (Education Code 54400)
8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)
9. Course periods without educational content (Education Code 51228.1-51228.3)
10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

Discrimination includes, but is not limited to, the Board's refusal to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library, on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. A complaint alleging such unlawful discrimination may, in addition to or in lieu of being filed with the district, be directly filed with the Superintendent of Public Instruction (SPI). (Education Code 243)

11. Educational and graduation requirements for students in foster care, students experiencing homelessness, students from military families, students formerly in a juvenile court school, students who are migratory, and students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)
12. Every Student Succeeds Act (Education Code 52059.5; 20 USC 6301 et seq.)

13. Local control and accountability plan (Education Code 52075)
14. Migrant education (Education Code 54440-54445)
15. Physical education instructional minutes (Education Code 51210, 51222, 51223)
16. Student fees (Education Code 49010-49013)
17. Reasonable accommodations to a lactating student (Education Code 222)
18. Regional occupational centers and programs (Education Code 52300-52334.7)
19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)
20. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)
21. State preschool programs (Education Code 8207-8225)
22. State preschool health and safety issues in license-exempt programs (Education Code 8212)
23. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
24. Any other state or federal educational program the SPI or designee deems appropriate

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

#### **Non-UCP Complaints**

The following complaints shall not be subject to the district's UCP but shall be investigated and resolved by the specified agency or through an alternative process:

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division or the appropriate law enforcement agency. (5 CCR 4611)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services. (5 CCR 4611)
3. Any complaint alleging that a student, while in an education program or activity in which the district exercises substantial control over the context and respondent, was subjected to sexual harassment as defined in 34 CFR 106.30 shall be addressed through the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as specified in Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures.
4. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in Administrative Regulation 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Civil Rights Department.
5. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education (FAPE), failure or refusal to implement a due process hearing order to which the district is subject, or a physical safety concern that interferes with the district's provision of FAPE shall be submitted to the California Department of Education (CDE) in accordance with Administrative Regulation 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)
6. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)
7. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with Board Policy 3555 - Nutrition Program Compliance. (5 CCR 15582)
8. Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures. (Education Code 35186)

**Regulation 1312.3: Uniform Complaint Procedures**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017 | **Last Revised Date:** 01/11/2022

Except as may otherwise be specifically provided in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in the accompanying Board policy.

**Compliance Officers**

The district designates the individual(s), position(s), or unit(s) identified below as responsible for receiving, coordinating, and investigating complaints and for complying with state and federal civil rights laws. The individual(s), position(s), or unit(s) also serve as the compliance officer(s) specified in Administrative Regulation 5145.3 - Nondiscrimination/Harassment responsible for handling complaints regarding unlawful discrimination, harassment, intimidation, or bullying and in Administrative Regulation 5145.7 - Sexual Harassment for handling complaints regarding sexual harassment.

Superintendent\_\_\_\_\_ (title or position)  
Blochman Union School District\_\_\_\_\_ (unit or office)  
4949 Foxen Canyon Rd. Santa Maria, CA 93454 (address)  
805-937-1148\_\_\_\_\_ (telephone number)  
dbrown@sbceo.org\_\_\_\_\_ (email)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which the compliance officer has a bias or conflict of interest that would prohibit the fair investigation or resolution of the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent or designee who shall determine how the complaint will be investigated.

The Superintendent or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program; applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination, harassment, intimidation, or bullying; applicable standards for reaching decisions on complaints; and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent or designee.

The compliance officer or, if necessary, an appropriate administrator shall determine whether interim measures are necessary during an investigation and while the result is pending. If interim measures are determined to be necessary, the compliance officer or the administrator shall consult with the Superintendent, the Superintendent's designee, or, if appropriate, the site principal to implement one or more interim measures. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

**Notifications**

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

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

The notice shall include:

1. A statement that the district is primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation, or bullying against any protected group, and a list of all programs and activities that are subject to UCP as identified in the section "Complaints Subject to UCP" in the accompanying Board policy
2. The title of the position responsible for processing complaints, the identity of the person(s) currently occupying that position if known, and a statement that such persons will be knowledgeable about the laws and programs that they are assigned to investigate
3. A statement that a UCP complaint, except a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed no later than one year from the date the alleged violation occurred
4. A statement that a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct
5. A statement that a student enrolled in a public school shall not be required to pay a fee for participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities
6. A statement that a complaint regarding student fees or the local control and accountability plan (LCAP) may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint
7. A statement that the district will post a standardized notice of the educational and graduation requirements of foster youth, students experiencing homelessness, children of military families, former juvenile court school students now enrolled in the district, students who are migratory, and students participating in a newcomer program as specified in Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2, and the complaint process
8. A statement that complaints will be investigated in accordance with the district's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant
9. A statement that, for programs within the scope of the UCP as specified in the accompanying Board policy, the complainant has a right to appeal the district's investigation report to the California Department of Education (CDE) by filing a written appeal, including a copy of the original complaint and the district's decision, within 30 calendar days of receiving the district's decision
10. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal laws prohibiting discrimination, harassment, intimidation, or bullying, if applicable
11. A statement that copies of the district's UCP are available free of charge

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.6 shall be posted on the district and district school websites and may be provided through district-supported social media, if available.

The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's



policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's UCP policy, regulation, forms, and notices shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

### **Filing of Complaints**

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp. If a site administrator not designated as a compliance officer receives a complaint, the site administrator shall notify the compliance officer.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing the programs specified in the accompanying Board policy may be filed by any individual, public agency, or organization. (5 CCR 4600)
2. Any complaint alleging noncompliance with law regarding the prohibition against student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent or designee.
3. A UCP complaint, except for a UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying, shall be filed no later than one year from the date the alleged violation occurred. For complaints related to the LCAP, the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP that was adopted by the Governing Board. (5 CCR 4630)
4. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges having personally suffered unlawful discrimination, a person who believes that any specific class of individuals has been subjected to unlawful discrimination, or a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. (5 CCR 4630)
5. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying shall be initiated no later than six months from the date that the alleged unlawful discrimination occurred, or six months from the date that the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
6. When a complaint alleging unlawful discrimination, harassment, intimidation, or bullying is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
7. When a complainant of unlawful discrimination, harassment, intimidation, or bullying or the alleged victim, when not the complainant, requests confidentiality, the compliance officer shall inform the complainant or victim that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

### **Mediation**

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation to resolve the complaint. Mediation shall be offered to resolve complaints

that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving an allegation of sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. If the parties agree to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall ensure that all parties agree to permit the mediator access to all relevant confidential information. The compliance officer shall also notify all parties of the right to end the informal process at any time.

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

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. If mediation is successful and the complaint is withdrawn, then the district shall take only the actions agreed upon through the mediation. If mediation is unsuccessful, the district shall then continue with subsequent steps specified in this administrative regulation.

### **Investigation of Complaint**

The compliance officer shall begin an investigation into the complaint within 10 business days of receiving the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or the complainant's representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. The compliance officer shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform the parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination, harassment, intimidation, or bullying, the compliance officer shall interview the alleged victim(s), any alleged offender(s), and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

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

### **Timeline for Investigation Report**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written investigation report, as described in the section "Investigation Report" below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

For any complaint alleging unlawful discrimination, harassment, intimidation, or bullying, the respondent shall be informed of any extension of the timeline agreed to by the complainant.

## Investigation Report

For all complaints, the district's investigation report shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law
3. Corrective action(s) whenever the district finds merit in the complaint, including, when required by law, a remedy to all affected students and parents/guardians and, for a student fees complaint, a remedy that complies with Education Code 49013 and 5 CCR 4600
4. Notice of the complainant's right to appeal the district's investigation report to CDE, except when the district has used the UCP to address a complaint not specified in 5 CCR 4610
5. Procedures to be followed for initiating an appeal to CDE

The investigation report may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

In consultation with district legal counsel, information about the relevant part of an investigation report may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the investigation report or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination, harassment, intimidation, or bullying, notice of the investigation report to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient (LEP) student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on state law, the investigation report shall also include a notice to the complainant that:

1. The complainant may pursue available civil law remedies outside of the district's complaint procedures, including, but not limited to, injunctions, restraining orders or other remedies or orders, 60 calendar days after the filing of an appeal with CDE (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination

## Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination, harassment, intimidation, or bullying, appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited

to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation

For complaints of retaliation or unlawful discrimination, harassment, intimidation, or bullying involving a student as the respondent, appropriate corrective actions that may be provided to the student include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination, harassment, intimidation, or bullying, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination, harassment, intimidation, or bullying, that the district does not tolerate it, and how to report and respond to it.

When a complaint is found to have merit, an appropriate remedy shall be provided to the complainant or other affected person.

However, if a complaint alleging noncompliance with the law regarding student fees, deposits, and other charges, physical education instructional minutes, courses without educational content, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51222, 51223, 51228.3, 52075)

For complaints alleging noncompliance with the law regarding student fees, the district, by engaging in reasonable efforts, shall attempt in good faith to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

**Appeals to the California Department of Education**

Any complainant who is dissatisfied with the district's investigation report on a complaint regarding any specified federal or state educational program subject to UCP may file an appeal in writing with CDE within 30 calendar days of receiving the district's investigation report. (5 CCR 4632)

The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's investigation report for that complaint. The complainant shall specify and explain the basis for the appeal, including at least one of the following: (5 CCR 4632)

1. The district failed to follow its complaint procedures
2. Relative to the allegations of the complaint, the district's investigation report lacks material findings of fact necessary to reach a conclusion of law
3. The material findings of fact in the district's investigation report are not supported by substantial evidence
4. The legal conclusion in the district's investigation report is inconsistent with the law
5. In a case in which the district found noncompliance, the corrective actions fail to provide a proper remedy

Upon notification by CDE that the district's investigation report has been appealed, the Superintendent or designee shall forward the following documents to CDE within 10 days of the date of notification: (5 CCR 4633)

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

If notified by CDE that the district's investigation report failed to address allegation(s) raised by the complaint, the district shall, within 20 days of the notification, provide CDE and the appellant with an amended investigation report that addresses the allegation(s) that were not addressed in the original investigation report. The amended report shall also inform the appellant of the right to separately appeal the amended report with respect to the allegation(s) that were not addressed in the original report. (5 CCR 4632)

### **Health and Safety Complaints in License-Exempt Preschool Programs**

Any complaint regarding health or safety issues in a license-exempt California State Preschool Program (CSPP) shall be addressed through the procedures described in 5 CCR 4690-4694.

In order to identify appropriate subjects of CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom in the district notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. For this purpose, the Superintendent or designee may download and post a notice available from the CDE website. (Education Code 8212; 5 CCR 4691)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the

location for filing the complaint, contain a space to indicate whether the complainant desires a response to the complaint, and allow a complainant to add as much text as desired to explain the complaint. (Education Code 8212; 5 CCR 4690)

If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. The preschool administrator or the Superintendent or designee shall make all reasonable efforts to investigate any complaint within their authority. (Education Code 8212; 5 CCR 4692)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8212; 5 CCR 4692)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, within 45 working days of the initial filing of the complaint, report the resolution of the complaint to the complainant and CDE's assigned field consultant. If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8212; 5 CCR 4692)

If a complaint regarding health or safety issues in a license-exempt CSPP program involves an LEP student or parent/guardian, then the district's response, if requested by the complainant, and the investigation report shall be written in English and the primary language in which the complaint was filed.

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled hearing and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8212; 5 CCR 4693, 4694)

All complaints and responses are public records. (5 CCR 4690)

On a quarterly basis, the Superintendent or designee shall report summarized data on the nature and resolution of all CSPP health and safety complaints, including the number of complaints by general subject area with the number of resolved and unresolved complaints, to the Board at a regularly scheduled Board meeting and to the County Superintendent. (5 CCR 4693)

**Regulation 1312.4: Williams Uniform Complaint Procedures**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017 | **Last Revised Date:** 08/09/2022

**Types of Complaints**

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following:

1. Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)
  - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
  - b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
  - c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
  - d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)
  - a. A semester begins and a teacher vacancy exists.
  - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class.
  - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

*Teacher vacancy* means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

*Beginning of the year or semester* means the time period from the first day students attend classes for a year-long course or semester-long course, though not later than 20 business days afterwards. (5 CCR 4600)

*Misassignment* means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

3. Complaints regarding the condition of school facilities, including any complaint alleging that: (Education Code 35186; 5 CCR 4683)
  - a. A condition poses an emergency or urgent threat to the health or safety of students or staff.

*Emergency or urgent threat* means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous

or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

- b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

*Clean or maintained school restroom* means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers. (Education Code 35292.5)

*Open restroom* means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for a documented student safety concern, an immediate threat to student safety, or to repair the facility. (Education Code 35292.5)

In any school serving any of grades 6-12, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to, at all times, stock and make available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom. (Education Code 35292.6)

### **Forms and Notices**

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that the district's complaint form specifies the location for filing a complaint and contains a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as desired. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall post in each classroom in each school a notice containing the components specified in Education Code 35186. (Education Code 35186)

### **Filing of Complaint**

A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee at the school in which the complaint arises. A complaint about problems beyond the authority of the principal shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 35186; 5 CCR 4680)

A complaint alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Board, or the Board's failure to remedy the deficiency, may be filed with the Superintendent of Public Instruction (SPI) directly in addition to or in lieu of being filed with the district. Any such complaint shall identify the basis and provide evidence to support its filing directly with the SPI. (Education Code 35186)

If the Superintendent or designee becomes aware that a complaint alleging insufficient textbooks or instructional materials that has been filed directly with the SPI but not with the district, the Superintendent or designee may initiate an investigation in accordance with this administrative regulation, as described below, if there is sufficient evidence to do so.

### **Investigation and Response**

The principal or a designee of the Superintendent shall make all reasonable efforts to investigate any problem within the principal's or designee's authority. (Education Code 35186; 5 CCR 4685)

The principal or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)



If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the principal or Superintendent's designee shall send written resolution of the complaint to the mailing address of the complainant as indicated on the complaint within 45 working days of the initial filing of the complaint. If the principal makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in Item #3a in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the SPI within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

### **Reports**

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code 35186; 5 CCR 4686)

**Exhibit 1312.4-E(2): Williams Uniform Complaint Procedures - Exhibit 1312.4-E(1)**

**Status:** DRAFT

**Original Adopted Date:** Pending

**NOTICE TO PARENTS/GUARDIANS, STUDENTS, AND TEACHERS:  
K-12 COMPLAINT RIGHTS**

Parents/Guardians, Students, and Teachers:

Pursuant to Education Code 35186, you are hereby notified that:

1. There should be sufficient textbooks and instructional materials. That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.

*Misassignment* means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

*Teacher vacancy* means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

If you choose to file a complaint alleging that any of the above conditions is not being met, your complaint will be addressed through the district's Williams uniform complaint procedures as required by law. A complaint form may be obtained at the school office or district office, or downloaded from the school or district website. You may also download a copy of the California Department of Education (CDE) complaint form from CDE's website when available. However, a complaint need not be filed using either the district's complaint form or the complaint form from CDE.

---

**Exhibit 1312.4-E(3): Williams Uniform Complaint Procedures - Exhibit 1312.4-E(2)**

**Status:** DRAFT

**Original Adopted Date:** Pending

**K-12 COMPLAINT FORM:  
WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Education Code 35186 creates a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, or teacher vacancy or misassignment. The complaint and response are public documents as provided by law. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the contact information below.

Response requested? \_\_\_ Yes \_\_\_ No

Contact information: (if response is requested)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_

Date problem was observed: \_\_\_\_\_

Location of the problem that is the subject of this complaint:

School name/address: \_\_\_\_\_

Course title/grade level and teacher name: \_\_\_\_\_

Room number/name of room/location of facility: \_\_\_\_\_

**Only the following issues may be the subject of this complaint process. If you wish to complain about an issue not specified below, please contact the school or district for the appropriate district complaint procedure.**

Specific issue(s) of the complaint: (Please check all that apply. A complaint may contain more than one allegation.)

**1. Textbooks and instructional materials: (Education Code 35186; 5 CCR 4681)**

- A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
- A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

**2. Teacher vacancy or misassignment: (Education Code 35186; 5 CCR 4682)**

- A semester begins and a teacher vacancy exists. A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the school year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester. (5 CCR 4600)
- A teacher who lacks credentials or training to teach English learners is assigned to teach a class with one or more English learners in the class.
- A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

**3. Facilities conditions: (Education Code 17592.72, 35186, 35292.5, 35292.6; 5 CCR 4683)**

- A condition exists that poses an emergency or urgent threat to the health or safety of students or staff including gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; and any other condition deemed appropriate by the district.
- A school restroom has not been cleaned or maintained regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- For a school serving any of grades 6-12, the school has not, at all times, stocked and made available and accessible free of cost, an adequate supply of menstrual products in every women's and all-gender restroom, and in at least one men's restroom.
- The school has not kept all restrooms open during school hours when students are not in classes and has not kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when temporary closing of the restroom is necessary for a documented student safety concern, an immediate threat to student safety, or to repair the facility.

Please describe the issue of your complaint in detail. You may attach additional pages and include as much text as necessary to fully describe the situation. For complaints regarding facilities conditions, please describe the emergency or urgent facilities condition and how that condition poses a threat to the health or safety of students or staff.

-----  
 -----  
 -----  
 -----  
 -----  
 -----

Please file this complaint at the following location:

Superintendent \_\_\_\_\_  
 (principal or designee)  
 4949 Foxen Canyon Rd., Santa Maria, CA 93454  
 (address)

Please be aware that you may file a complaint directly with the Superintendent of Public Instruction if you are alleging that more than one student does not have sufficient textbooks or instructional materials as the result of an act by the Governing Board, or the Board's failure to remedy the deficiency.

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous ones, should be dated.

-----  
 (Signature)

-----  
 (Date)

**Policy 5145.3: Nondiscrimination/Harassment**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017 | **Last Revised Date:** 06/09/2020

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a district school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the Governing Board and the Superintendent in enacting policies and procedures that govern the district.

The Board desires to provide a welcoming, safe, and supportive school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

Because unlawful discrimination may occur when disciplining students, including suspension and expulsion, the Superintendent or designee shall ensure that staff enforce discipline rules fairly, consistently and in a non-discriminatory manner, as specified in Board Policy and Administrative Regulation 5144 - Discipline, Board Policy and Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students With Disabilities).

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation. (Education Code 234.1, 234.6)

The Superintendent or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent or designee shall report the findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be

investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

All allegations of unlawful discrimination in district programs and activities shall be brought, investigated, and resolved in accordance with Board Policy 1312.3 - Uniform Complaint Procedures.

### **Record-Keeping**

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

**Policy 6143: Courses Of Study**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017 | **Last Revised Date:** 01/11/2022

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The district shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual or perceived sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, immigration status, race, ancestry, national origin, religion, color, mental or physical disability, age, medical condition, genetic information, marital status, or any other characteristic listed in Education Code 200 and 220, Government Code 11135, or Penal Code 422.55, or the student's association with a person or group with one or more of such actual or perceived characteristics. (Education Code 200, 220; Government Code 11135; Penal Code 422.55; 5 CCR 4940)

**Elementary Grades**

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

**Secondary Grades**

The district shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. The district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

The Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "A-G" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and shall make updated lists readily available. (Education Code 51229, 66204)

**Regulation 6143: Courses Of Study**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017 | **Last Revised Date:** 01/11/2022

**Grades 1-6**

Courses of study for grades 1-6 shall include the following:

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)
2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)
3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)
  - a. The history, resources, development, and government of California and the United States

Instruction shall include the early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

- b. The development of the American economic system, including the role of the entrepreneur and labor
    - c. The relations of persons to their human and natural environments
    - d. Eastern and western cultures and civilizations
    - e. Contemporary issues
    - f. The wise use of natural resources
4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)
5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)
6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)
  - a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available
  - b. Fire prevention
  - c. The protection and conservation of resources, including the necessity for the protection of the environment
  - d. Venereal disease
  - e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body



- f. Violence as a public health issue
- g. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)
  - i. Defining the signs and symptoms of common mental health challenges
  - ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges
  - iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable
  - iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges
  - v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse
  - vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges
  - vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

- 1. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners
- 2. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids
- 3. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220
- 4. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

- 7. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind
- 8. Violence awareness and prevention
- 9. Career awareness exploration

**Grades 7-12**

Courses of study for grades 7-12 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)
2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)
  - a. The history, resources, development, and government of California and the United States, including instruction in:
    - i. The early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5, 60040)
    - ii. World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time
    - iii. The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war
    - iv. The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States
  - b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program. (Education Code 51220.2)

- c. The development of the American economic system, including the role of the entrepreneur and labor
  - d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)
  - e. Eastern and western cultures and civilizations
  - f. Human rights issues, with particular attention to the study of the inhumanity of genocide, which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides, slavery, and the Holocaust
  - g. Contemporary issues
3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)
  4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)
  5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)
  6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)
  7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)
  8. Applied arts: consumer education, family and consumer sciences education, industrial arts, general business

education, or general agriculture (Education Code 51220)

9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)
10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)
11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)
  - a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available

Instruction shall be provided in compression-only CPR based on national guidelines and shall include hands-on practice (Education Code 51225.6)

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease
- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body
- f. Prenatal care for pregnant individuals
- g. Violence as a public health issue
- h. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)
  - i. Defining the signs and symptoms of common mental health challenges
  - ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges
  - iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable
  - iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges
  - v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse
  - vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges
  - vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help

and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

1. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners
2. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids
3. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220
4. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

12. Violence awareness and prevention

13. Ethnic studies

Commencing in the 2025-26 school year, the district shall offer a one-semester course in ethnic studies

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education, including, but not limited to, child growth and development, parental responsibilities, household budgeting, child abuse and neglect issues, personal hygiene, maintenance of healthy relationships, teen parenting issues, and self-esteem. (Education Code 51220.5)

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

1. Vehicle Code provisions and other relevant state laws
2. Proper acceptance of personal responsibility in traffic
3. Appreciation of the causes, seriousness, and consequences of traffic accidents
4. Knowledge and attitudes necessary for the safe operation of motor vehicles
5. The safe operation of motorcycles
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
7. The rights and duties of a motorist as they pertain to pedestrians and the rights and duties of pedestrians as they pertain to traffic laws and traffic safety

#### **Certification of College Preparatory Courses**

The Superintendent or designee shall identify district courses that may qualify for designation as "A-G" college preparatory courses, including courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives. The Superintendent or designee shall submit any necessary information regarding each identified course to UC for "A-G" designation.

#### **Notification and Information to Students in Grades 9-12**

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and CSU
2. A list of the current UC and CSU websites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of CDE's website where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

The Superintendent or designee shall provide information to students and parents/guardians regarding the completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the California Dream Act Application (CADAA) at least once before grade 12. (Education Code 51225.8)

#### **Financial Aid Requirements for Students in Grade 12**

The Superintendent or designee shall ensure that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition, a CADAA to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

1. The student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district
2. If the district determines that a student is unable to complete a requirement of Education Code 51225.7, the district shall exempt the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student's behalf

The Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the student's parent/guardian, be directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available through outreach programs, including, but not limited to, programs operated by CSAC, postsecondary immigration resource centers, college readiness organizations, community-based organizations, and/or legal resource organizations. (Education Code 51225.7)

Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with the federal Family Rights and Privacy Act and applicable state law, regardless of any person's immigration status or other personal information. (Education Code 51225.7)

**Policy 6161.1: Selection And Evaluation Of Instructional Materials**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017 | **Last Revised Date:** 11/10/2020

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, stimulate thought, the exploration of ideas and intellectual exchanges, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during the district's review process, been determined to be aligned with the state academic content standards adopted by SBE, which includes instructional materials for mathematics and English language arts that are aligned to Common Core State Standards. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

**Sufficiency of Instructional Materials and Public Hearing**

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks and/or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program

5. World language

6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks or other instructional materials, the Board shall, by resolution, provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks and/or instructional materials. The Board shall submit a copy of the resolution to the County Superintendent of Schools no later than three business days after the hearing. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

In addition, if the County Superintendent, in accordance with Education Code 1240, makes the district aware of a school that does not have sufficient textbooks or instructional materials, the district shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year.

**Prohibition Against Refusal to Approve or Prohibit the Use of Specified Instructional Materials**

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

**Complaints**

Complaints concerning instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials, Board Policy 1312.3 - Uniform Complaint Procedures, or Administrative Regulation 1312.4 - Williams Uniform Complaint Procedures, as applicable.

**Regulation 6161.1: Selection And Evaluation Of Instructional Materials**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017 | **Last Revised Date:** 11/10/2020

**Review Process**

The district's review process for evaluating instructional materials shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members in accordance with Education Code 60002. The review process may also involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee shall seek input from stakeholders with diverse backgrounds and perspectives.

If the district is considering the use of instructional materials for grades K-8 that have not been adopted by the State Board of Education (SBE), the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials. (Education Code 60210)

The Superintendent or designee may establish an advisory committee to conduct the review of instructional materials.

The Superintendent or designee shall present to the Governing Board recommendations for instructional materials and documentation that supports the recommendations.

All recommended instructional materials shall be available for public inspection at the district office.

When possible, the district may pilot instructional materials in a representative sample of classrooms for a specified period of time during a school year, in order to determine the extent to which the materials support the district's curricular goals and academic standards, and accurately reflect and value society's diversity. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.

**Criteria for Selection and Adoption of Instructional Materials**

In recommending instructional materials for adoption by the Board, the Superintendent or designee shall ensure that the materials:

1. Are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE

For grades K-8, only instructional materials on the list of materials adopted by SBE and/or other instructional materials that have not been adopted by SBE but are aligned with the state academic content standards or the Common Core State Standards may be recommended for selection. (Education Code 60200, 60210)

For grades 9-12, instructional materials in history-social science, mathematics, English/language arts, and science shall be reviewed using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.

2. Do not reflect adversely upon persons because of any characteristic specified in law and Board Policy 0410 - Nondiscrimination in District Programs and Activities, nor contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 51501, 60044)
3. To the satisfaction of the Board, are accurate, objective, current, and suited to the differing needs and comprehension of district students at their respective grade levels (Education Code 60045)
4. With the exception of literature and tradebooks, use proper grammar and spelling (Education Code 60045)



5. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60048, 60200)
  - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by SBE
  - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration
6. Meet the requirements of Education Code 60040-60043 for specific subject content, including, but not limited to:
  - a. Accurately portraying society's cultural and racial diversity, including:
    - i. The contributions of all genders in all types of roles, including professional, vocational, and executive roles
    - ii. The role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic groups to the total development of California and the United States
    - iii. The role and contributions of the entrepreneur and labor in the total development of California and the United States
  - b. Accurately portraying humanities place in ecological systems and the necessity for the protection of the environment
  - c. Accurately portraying the effects on the human system of the use of tobacco, alcohol, and narcotics, and restricted dangerous drugs as defined in Health and Safety Code 11032, and other dangerous substances
  - d. Encouraging thrift, fire prevention, and the humane treatment of animals and people
  - e. Requiring, when appropriate to the comprehension of students, that textbooks for social science, history, or civics classes contain the Declaration of Independence and the United States Constitution
7. Support the district's adopted courses of study and curricular goals, including the district's local control and accountability plan
8. Contribute to a comprehensive, balanced curriculum
9. Demonstrate reliable quality of scholarship as evidenced by:
  - a. Accurate, up-to-date, and well-documented information
  - b. Objective presentation of diverse viewpoints
  - c. Clear, concise writing and appropriate vocabulary
  - d. Thorough treatment of subject matter
10. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels
11. Stimulate discussion of contemporary issues, exploration of ideas, and intellectual exchanges, and improve students' thinking and decision-making skills
12. As appropriate, have corresponding versions available in languages other than English
13. Include high-quality teacher's guides

14. When available, include options for lighter weight materials, including materials in digital format, in order to help minimize any injury to students by the combined weight of instructional materials

In addition to meeting the above criteria as applicable, technology-based materials shall:

1. Be both available and comparable to other, equivalent instructional materials (Education Code 60052)
2. Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners
3. Protect the privacy of student data

#### **Conflict of Interest**

To ensure integrity in the evaluation and selection of instructional materials, individuals who are participating in the evaluation of instructional materials and are not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that they:

1. Will not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition (Education Code 60075)

2. Are not employed by nor receive compensation from the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it
3. Do not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

**Exhibit 6161.1-E(1): Selection And Evaluation Of Instructional Materials**

**Status:** DRAFT

**Original Adopted Date:** Pending

**RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS**

Whereas, the Governing Board of the *(name of school district)*, in accordance with the requirements of Education Code 60119, held a public hearing on *(date)*, at *(time)*, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or other instructional materials were provided to all students, including English learners, in the *(name of school district)*, and;

Whereas, the definition of sufficient textbooks or instructional materials means that each student, including each English learner, has standards-aligned textbooks and/or instructional materials to use in class and to take home, which may include materials in a digital format as long as each student, at a minimum, has and can access the same materials in the class and at home as other students in the same class or course in the district, but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards and/or the Common Core State Standards adopted by the State Board of Education.

**Finding of Sufficient Textbooks or Instructional Materials**

Therefore, be it resolved, for the *(year)* school year, the *(name of school district)*, sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, at the following schools in the following subjects:

- Mathematics: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)  
-----  
-----
- Science: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)  
-----  
-----
- History-social science: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)  
-----  
-----
- English language arts, including the English language development component of an adopted program: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)  
-----  
-----
- World language: (List adopted textbooks or instructional materials for this subject for each school as well as

applicable state adoption cycle.)

-----  
-----

- Health: (List adopted textbooks or instructional materials for this subject for each school as well as applicable state adoption cycle.)

-----  
-----  
-----  
-----

#### Finding of Insufficient Textbooks or Instructional Materials in One or More Subjects

Be it further resolved, for the *(year)* school year, the *(name of school district)*, insufficient standards-aligned textbooks or other instructional materials were provided to students at the following schools in the following subjects:

- Mathematics: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

-----  
-----

- Science: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

-----  
-----

- History-social science: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

-----  
-----

- English language arts, including the English language development component of an adopted program: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

-----  
-----

- World language: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

-----  
-----

- Health: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials and the reasons that each student does not have sufficient instructional materials.)

-----  
-----  
-----  
-----

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or other instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made. (List actions to be taken to resolve insufficiency.)

-----  
-----  
-----

**Finding of Available Science Laboratory Equipment for Grades 9-12**

Be it further resolved, laboratory science equipment was available or was not available for science laboratory courses offered in grades 9-12, inclusive, as indicated below:

- Available: (List all science laboratory courses offered in grades 9-12 for which science laboratory equipment was available.)

-----  
-----

- Not Available: (List all science laboratory courses offered in grades 9-12 for which science laboratory equipment was not available.)

-----  
-----

Be it further resolved, that the Superintendent or designee, on behalf of the Board, shall submit a copy of this resolution to the County Superintendent of Schools within three business days of the hearing.

PASSED AND ADOPTED THIS \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_ at a meeting, by the following vote:

AYES:\_\_\_\_\_ NOES:\_\_\_\_\_ ABSENT:\_\_\_\_\_

Attest:

\_\_\_\_\_, Secretary

\_\_\_\_\_, President

**Policy 6161.11: Supplementary Instructional Materials**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017

The Governing Board encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with district goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Board-adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes: (Education Code 60010)

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to the district and/or available funding sources designated for these purposes.

The use of any supplemental instructional material shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials.

Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

**Appropriateness of Materials**

Whenever a district employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, the employee shall preview the material to determine whether, in the employee's professional judgment, it is appropriate for the grade level taught and is consistent with district criteria for the selection of supplementary instructional materials.

The employee shall confer with the Superintendent or designee as necessary to determine the compliance of the material with district criteria. The primary considerations should be the educational value, factual accuracy, appropriateness, including whether the material contains pervasive vulgarity or profanity, and relevance of the materials, as well as the ages and maturity of the students.

The Superintendent or designee may provide training to administrators and teachers in the selection and evaluation of supplementary instructional materials, including the criteria to be utilized and applicable legal considerations.

**Complaints**

Complaints concerning supplemental instructional materials shall be handled in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

---

**Policy 6163.1: Library Media Centers**

**Status:** DRAFT

**Original Adopted Date:** 11/14/2017

The Governing Board recognizes that school libraries support the educational program by providing access to a variety of informational and supplemental resources that can inspire a love of reading, stimulate thought, the exploration of ideas and intellectual exchanges, and contribute to the academic achievement of all students. The Board desires that school libraries be stocked with up-to-date books, reference materials, and electronic resources that promote literacy, support academic standards, contain a broad spectrum of knowledge and viewpoints, accurately reflect and value society's diversity, and prepare students to become lifelong learners.

The Superintendent or designee may, in consultation with teacher librarians, classroom teachers, administrators, parents/guardians, and students as appropriate, develop and regularly update a plan for school libraries that describes the district's goals for school libraries and the distribution of funds to school sites to support libraries. As appropriate, the plan may also address staffing, facilities, selection and evaluation of materials, the development and maintenance of classroom libraries, prevention of loss or damage of library materials, prioritization of needs, and other related matters. The Superintendent or designee shall ensure that the library plan is aligned with the district's local control and accountability plan and other district and school plans.

**Staffing**

To staff school libraries, the district may employ one or more teacher librarians who possess appropriate credentials issued by the Commission on Teacher Credentialing. (Education Code 18120, 44868; 5 CCR 80024.6, 80053)

The Superintendent or designee may assign teacher librarians to perform the following duties in accordance with the authorizations of their credential: (5 CCR 80053, 80053.1)

1. Instruct students in accessing, evaluating, using, and integrating information and resources in the library program and/or provide departmentalized instruction in information literacy, digital literacy, and digital citizenship
2. Plan and coordinate school library programs with the district's instructional programs through collaboration with teachers
3. Select materials for school and district libraries
4. Develop and deliver staff development programs for school library services
5. Coordinate or supervise library programs at the school or district level
6. Plan and conduct a course of instruction for students who assist in the operation of school libraries
7. Supervise classified personnel assigned school library duties
8. Develop procedures for and management of the school and district libraries

The Board also may appoint classified paraprofessionals to serve as library aides or library technicians. Volunteers may assist with school library services in accordance with law, Board policy, and administrative regulation.

**Hours of Operation**

School libraries shall be open for use by students and teachers during the school day. (Education Code 18103)

With the approval of the Board, a school library may be open at other hours outside the school day, including evenings and Saturdays. Any library open to serve students during evening and Saturday hours shall be under the



supervision of a certificated employee who consents to the assignment. (Education Code 18103)

### **Selection and Evaluation of School Library Materials**

Library materials shall include print and electronic resources that align with the curriculum and are accessible to students with varying cognitive and/or language needs.

Library materials shall be selected and evaluated through a process that invites recommendations from administrators, teachers, other staff, parents/guardians, and students as appropriate.

The use of any book or other resource in a school library shall not be rejected or prohibited by the Board or district on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

Library materials shall be continually evaluated in relation to evolving curricula, new formats of materials, new instructional methods, and the needs of students and teachers. Materials that contain outdated subject matter or are no longer appropriate shall be removed.

All gifts and donations of school library materials shall be subject to the same criteria as materials selected for purchase by the district.

Complaints regarding the appropriateness of library materials shall be addressed in accordance with Board Policy 1312.2 - Complaints Concerning Instructional Materials and Board Policy 1312.3 - Uniform Complaint Procedures, as applicable.

### **Fees**

Students shall be allowed to borrow school library materials at no charge for use in the library and classrooms as well as out of school. (5 CCR 16042)

Students shall be encouraged to return library materials in a timely manner, but no charge shall be assessed for the late return of materials.

### **Library Instruction**

Teacher librarians and/or classroom teachers shall provide library instruction to support the development of students' information literacy skills. Such instruction shall be aligned with the state academic standards for library instruction and shall prepare students to:

1. Access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources
2. Evaluate and analyze information to determine appropriateness in addressing the scope of inquiry
3. Organize, synthesize, create, and communicate information
4. Integrate information literacy skills into all areas of learning and pursue information independently to become life-long learners

Teacher librarians also may provide support to teachers, administrators, and other staff by identifying instructional materials that will aid in the development of curriculum and instructional activities and by providing information about effective and ethical uses of school library services and equipment.

### **Program Evaluation**

The Superintendent or designee shall annually assess and report to the Board regarding the condition and use of school libraries. The assessment shall evaluate, at a minimum:

1. Access of students and staff to school libraries during school hours and, as appropriate, access outside the school day
2. The process and frequency by which students are allowed to check out library materials
3. Staffing levels, qualifications, and number of hours worked
4. The quality of the collection at each library, including, but not limited to, the total number of books in the collection, number of books per student, types of materials (fiction, non-fiction, newspapers, magazines, encyclopedias, materials in other languages, and reference materials), alignment with curriculum, provision of a broad spectrum of knowledge and viewpoints, amount expended during the year for the purchase of new resources, and the number of resources discarded and added during the year
5. Any special programs offered at the school to encourage reading and/or library use
6. The adequacy of the facility space and equipment designated for the school library
7. The source(s) and adequacy of funding for school libraries
8. Knowledge by principals, teachers, and library personnel of the process to follow when a library material(s) is challenged

The district shall, on or before August 31 each year, report to the California Department of Education on the condition of its school libraries for the preceding year ending June 30. (Education Code 18122)

VII — E



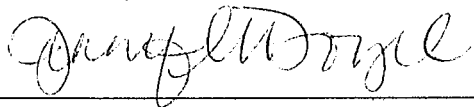
# Santa Barbara SIPE

## Joint Powers Self Insurance

Please return completed signed form to Program Administrator:  
Amber Anderson ([Amber\\_Anderson@rpadmin.com](mailto:Amber_Anderson@rpadmin.com))

### District Personnel Approved by the District to Fulfill Positions

Member District:

Signature: 	<input type="checkbox"/> SB SIPE Board Representative
	<input type="checkbox"/> SB SIPE Board Alternate
Typed Name/Title: Jennifer Doyel/Site Coordinator	<input checked="" type="checkbox"/> Safety & Health Committee Member
Signature:	<input type="checkbox"/> SB SIPE Board Representative
	<input type="checkbox"/> SB SIPE Board Alternate
Typed Name/Title:	<input type="checkbox"/> Safety & Health Committee Member
Signature:	<input type="checkbox"/> SB SIPE Board Representative
	<input type="checkbox"/> SB SIPE Board Alternate
Typed Name/Title:	<input type="checkbox"/> Safety & Health Committee Member
Signature:	<input type="checkbox"/> SB SIPE Board Representative
	<input type="checkbox"/> SB SIPE Board Alternate
Typed Name/Title:	<input type="checkbox"/> Safety & Health Committee Member

I certify that the above individuals are authorized to act as agents of the governing board.

Board President Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SB SIPE Board Representative:**

Per the Bylaws, each Member of SIPE shall appoint to the Board one (1) Director and may appoint one (1) Alternate Director. Both shall be designated by the Member's governing body or an elected superintendent. Alternates attend and vote on the behalf of the designated representative in the event they are unable, however if both attend, only the designated representative may vote.

Attends five (5) Board meetings per year, four (4) of which are held via video-teleconferencing, except for the March meeting, which is also the annual Strategic Planning Session.

**Safety & Health Committee Member:**

Each Member of SIPE shall appoint to the Safety & Health Committee one Committee Member and one alternate Committee Member as desired, who will attend four (4) meetings per year. Meetings for the Safety & Health Committee are held in hybrid format, with the option of attending in person or virtually.



VII – F

**BLOCHMAN UNION SCHOOL DISTRICT  
RESOLUTION 2023-11-14**

**MUR and School Renovation Phase I Completion**

WHEREAS, The Board of Trustees of the Blochman Union School District entered into a contract with Diani Building Corporation, on April 18, 2023 for the MUR and School Renovation Phase I project.

WHEREAS, It is the desire of the Board to accept the work of the said contractor as completed in a workmanlike and satisfactory manner.

IT IS HEREBY RESOLVED, that with the approval of this resolution by the Board of Trustees of the Blochman Union School District, authorizes the contractor to be paid the remaining balance owed in the amount of fifteen thousand seven hundred sixty-two dollars and 21 cents (15,762.21).

PASSED AND ADOPTED by the Board of Trustees on this 14<sup>th</sup> day of November, 2023 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

---

Kelly Salas-Ernst, Board Secretary  
Blochman Union School District of  
Santa Barbara County  
State of California

Recording Requested by and  
when recorded mail to:

JOSEPH E. HOLLAND  
County Clerk-Recorder  
DOC # 2023-0032241

BLOCHMAN UNION SCHOOL DISTRICT  
4949 Foxen Canyon Rd.  
Santa Maria, CA 93454

10/27/2023  
09:52 AM  
SMC

Titles: 1 Pages: 1

E35	Fees:	\$0.00
	Taxes:	\$0.00
	CA SB2 Fee:	\$0.00
	Total:	\$0.00

Issued Without Fee Under  
Section 6103, Government Code

(Space for Recorder's Use)

## NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN that the undersigned, BLOCHMAN UNION SCHOOL DISTRICT, 4949 Foxen Canyon Rd., Santa Maria, CA 93454, as OWNER of the property hereinafter described, caused improvements to be made upon the property hereinafter described.

That the work on said improvements consisted of Phase I of MUR and school renovation projects at the site listed below as bid under the proposal for Preconstruction Services and Lease-Lease Back Services, Phase I, was substantially complete on September 30, 2023.

The name of the Contractor for said Owner is Diani Building Corporation. That the nature of the title of said Owner to said property is that of Owner in fee simple, and names and addresses of all Owners of said property are:

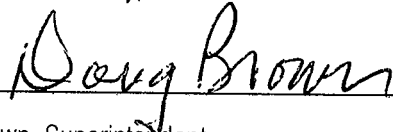
Blochman Union School District, 4949 Foxen Canyon Rd., Santa Maria, CA 93454

That the property herein referred to and on which said improvements are located and situated in the County of Santa Barbara, State of California, and described as follows:

Benjamin Foxen Elementary School, 4949 Foxen Canyon Rd., Santa Maria, CA 93454

Dated: October 26, 2023

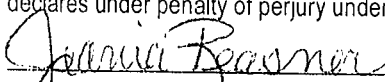
For the Blochman Union School District of  
Santa Barbara County, California

  
Doug Brown, Superintendent

STATE OF CALIFORNIA  
COUNTY OF SANTA BARBARA

## VERIFICATION

Doug Brown is the Superintendent of the Blochman Union School District, and is authorized to make this verification for and on behalf of said District. That the Blochman Union School District is the owner of the property described in the foregoing notice; that he has read the foregoing notice and knows the contents thereof; and the facts therein stated are true to the best of his knowledge. The undersigned declares under penalty of perjury under the laws of the State of California that the representations made herein are true and correct.



Jeania Reasner  
Blochman Union School District Board of Education Trustee

10-26-23

Date