



# SAN LUIS OBISPO COUNTY OFFICE OF EDUCATION

LEADERSHIP ■ COMMUNITY ■ SERVICE  
JAMES J. BRESCIA, ED. D., SUPERINTENDENT

## Comprehensive School Safety Plan

*San Luis Obispo County Office of Education  
Student Programs and Services*

*Loma Vista Community School  
2494 Pennington Creek Road  
San Luis Obispo, CA 93405  
(805) 782-7340*

*Juvenile Court School  
1065 Kansas Avenue  
San Luis Obispo, CA 93405  
(805) 781-5389*

*Special Education School\*  
3360 Education Drive  
San Luis Obispo, CA 93405  
(805) 782-7343*

*\*NOTE: The Special Education School classrooms are co-located on other district campuses and follow their School Safety Plans.*

School Site Council Review: January 24, 2024  
Present to the Board of Trustees for adoption: March 14, 2024  
Adopted by the Board of Trustees: March 14, 2024



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## Introduction

### Definition of a Safe School

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

*From Safe Schools: A Planning Guide for Action, California State Department of Education.*

### Rights

“All students and staff of primary, elementary, junior high, and high schools have an inalienable right to attend campuses which are safe, secure, and peaceful.” *California Constitution, Article 1, and Section 28(c): Right to Safe Schools*

### Legislative Intent

“It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, a ‘safety plan’ means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.” (*Ed. Code 35294*)



## **Our Goals**

This Comprehensive School Safety plan has several overarching goals. They are as follows:

- To help our school community create a school atmosphere that is safe, respectful, fair, and conducive to learning.
- To prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well-being of students and staff.
- To comply fully with all requirements of the California Education Code.

To further these goals, this plan has been prepared in conformance with the provisions of California Education Code #32282 and all relevant SLOCOE Board and Administrative Policies. These documents are available online on our website.

## **SLOCOE Shared Mission**

To promote student success by supporting the work of local school districts, delivering specialized student services, and providing countywide leadership and advocacy for the needs of all children.

## **SLOCOE Vision**

San Luis Obispo County will be an educational community dedicated to preparing all children and youth for responsible citizenship, meaningful work, and lifelong learning.

### **Katherine Aaron**

Assistant Superintendent, Student Programs and Services

### **Chris Balogh**

Director, Alternative Education

### **Lara Mattson**

Principal, Loma Vista Community School

### **William Hanham**

Principal, Special Education

## Plan Development and Approval

The SLOCOE Student Programs and Services School Safety Plan has been developed by the Alternative Education School Site Council which includes the following members:

Name	Membership Role
Chris Balogh	Director Alternative Education
Lara Mattson	Principal, Loma Vista Community School
Justin Olmos	Probation Officer, Loma Vista Community School
Laura Garcia	School Counselor
Arturo Mosqueda Navarro	Teacher
Stacy Byrd	Teacher
Greg Murphy	Teacher
Jonathan Bedrosian	Teacher
Jacob Marshall	Teacher
Daniela Garcia	Homeless and Foster Liaison
Eric Fraley	Classified Coordinator
Lindsey Tompkins	Behavior Intervention Services Manager
Irianna Montes	Mental Health Therapist
Maria Vega	Student Data Information Specialist
Veronica Laguna	Probation Officer, Loma Vista Community School
Asaun Owen	Student

Key Dates of Plan Development and Approval	Date
School Site Council approval of Plan	January 24, 2024
Board Approval of Plan	

## Assessment of the Current Status of School Crime

Incidents of crime are dealt with efficiently. The San Luis Obispo County Sheriff Department or the San Luis Obispo Police Department is contacted as necessary. There were zero incidents of reported crime on campus so far during the 2023-24 school year.

At Loma Vista Community School, between the 2018-19 and 2019-2020 school year, the suspension rate fell from 26.7% to 5.2%. The suspension rate for the 2020-2021 school year was 0.0%. For the 2021-2022 school year the suspension rate increased to 1%, and the suspension rate for 2022-2023 was 5.1%. To date, for the 2023-2024 school year, seven students have been suspended, for a total of 12.5 days.

The suspension rate at JCS was 0% from the 2019-2020 school year through the 2022-2023 school year. For the current school year, seven students have received school suspensions, totaling eleven days.

## School Climate

Overall school climate is assessed through biannual surveys to students, staff, and families. A score of 3 is “agree with the statement” and a score of 4 is “strongly agree.”

Student data collected is based on the following questions:

Q1: I like school.

Q2: I feel successful at school.

Q3: I feel my school has high standards for achievement.

Q4: My school has clear expectations for behavior.

Q5: Teachers treat me with respect.

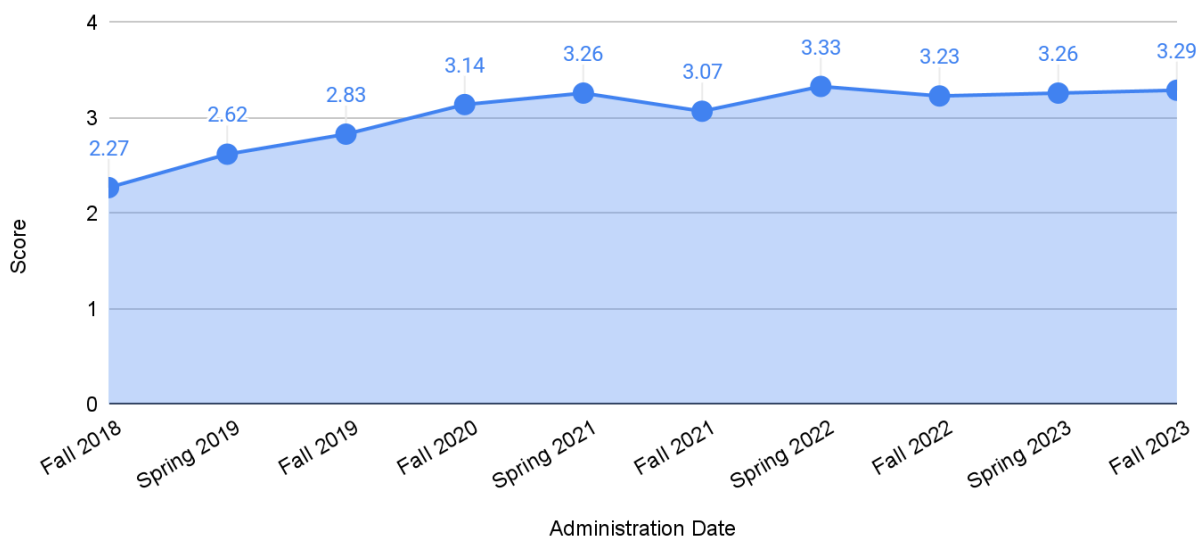
Q6: The behaviors in my class allow the teachers to teach.

Q7: Students are frequently recognized for good behavior.

Q8: School is a place at which I feel safe.

Q9: I know an adult at school that I can talk to if I need help.

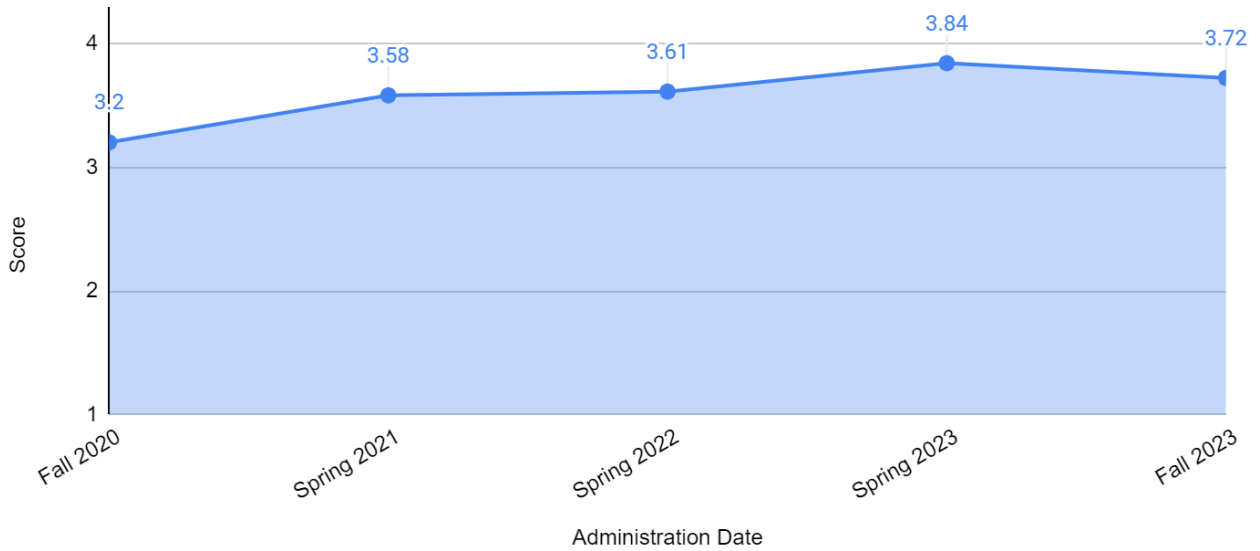
### Loma Vista School Climate Survey (Student)



The data indicate that the school climate has steadily improved over the last four five years for students.

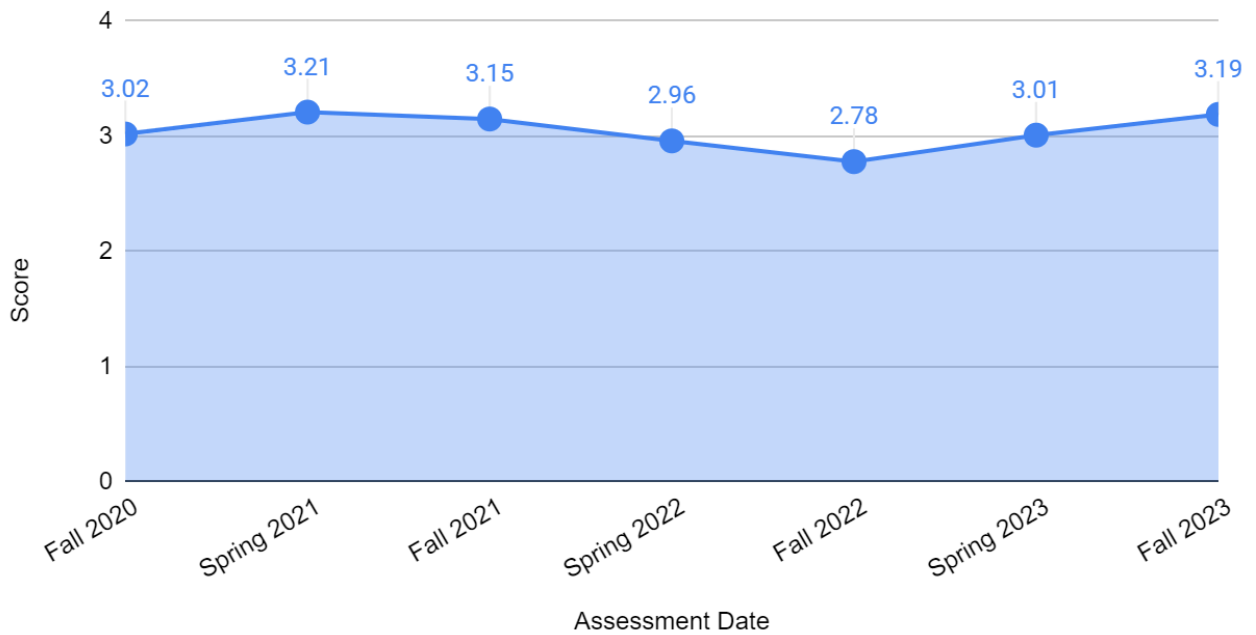
Families are asked questions regarding Teaching & Learning, School Safety, Interpersonal Relationships, Institutional Environment and Parental Involvement. The overall scores are listed below.

## Loma Vista Community School - Family Response



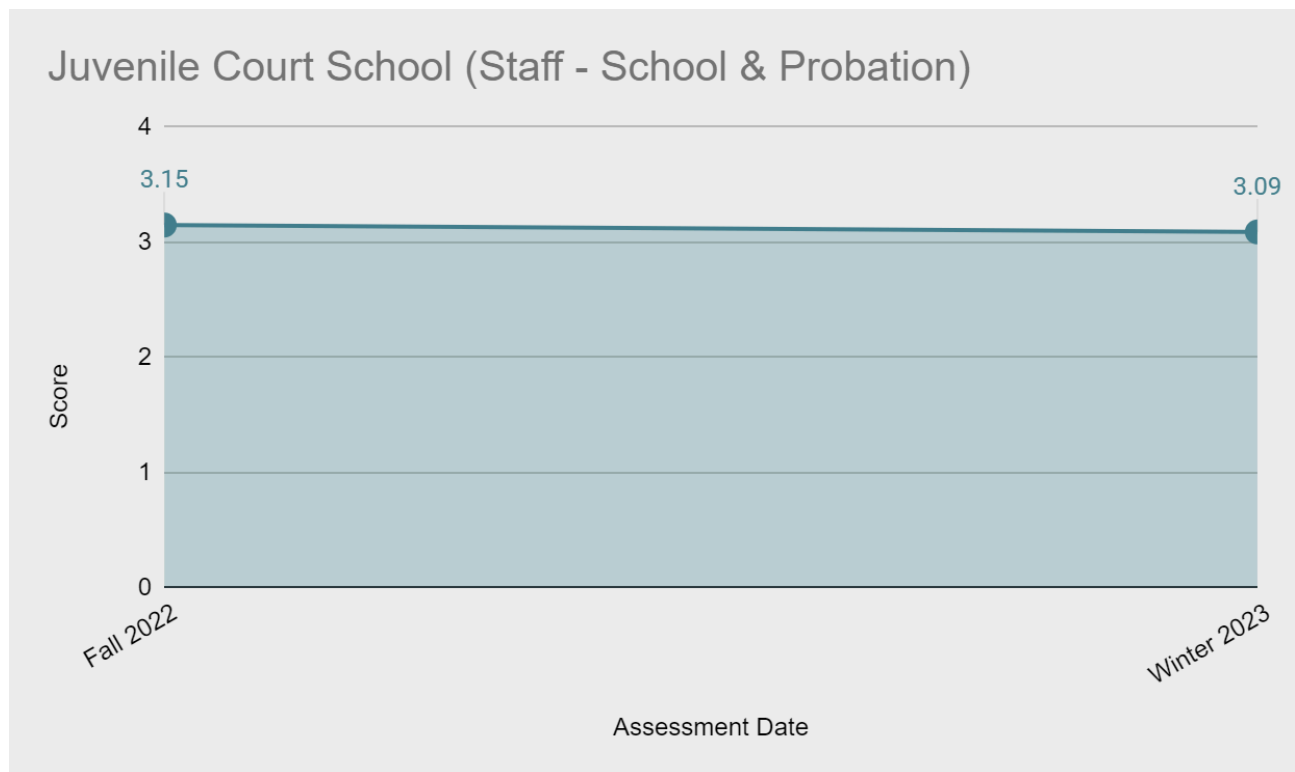
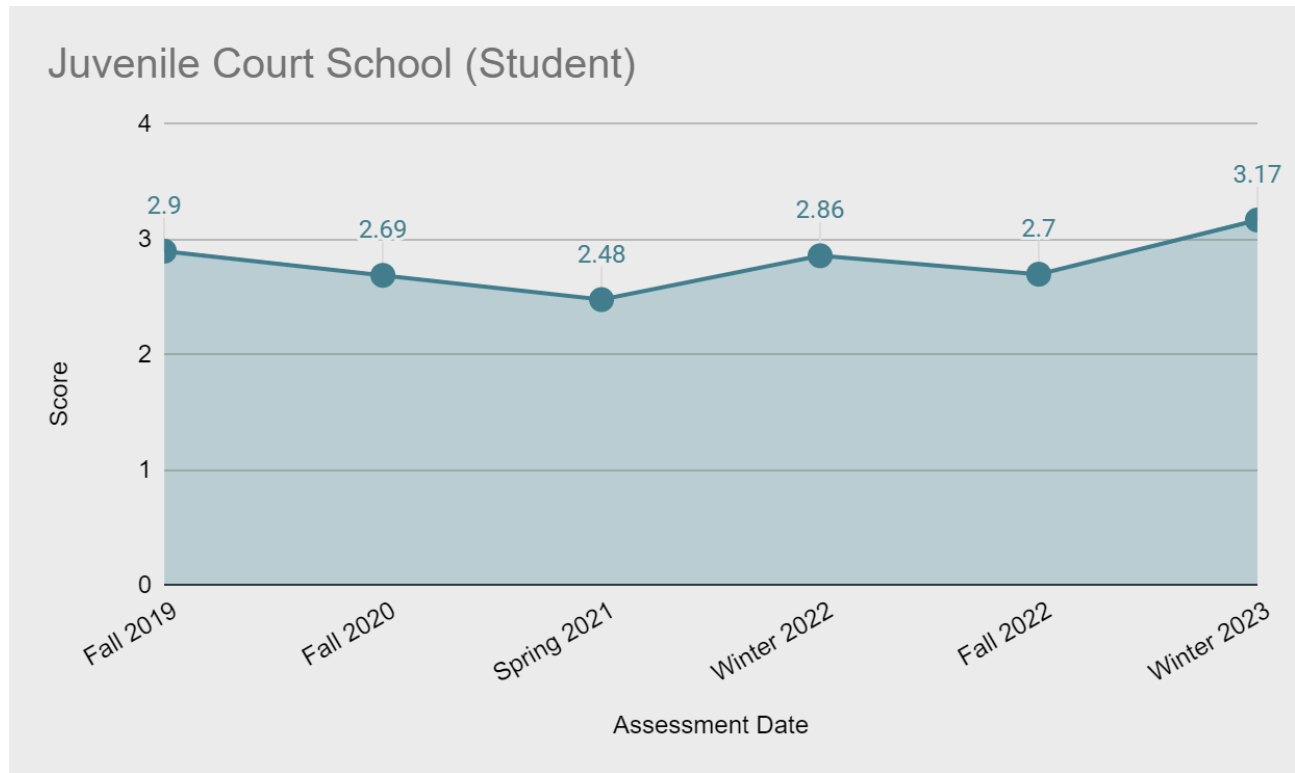
Parents consistently report favorable experiences with Loma Vista Community School. The staff survey is similar to the family survey. The overall staff report is favorable as well.

## Loma Vista Community School (Staff)





As demonstrated by the chart below, students at our Juvenile Court School also respond favorably to the classroom.



Our efforts to collect family survey responses were not productive.



## Child Abuse Reporting Procedures

### Reporting

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child care custodians and, as required by law, report all cases of known and suspected child abuse and neglect to the San Luis Obispo County Child Welfare Services Department, using the enclosed SCAR reporting form.

When a case of child abuse or neglect becomes apparent or is suspected, the employee having knowledge of the abuse or neglect will immediately report the abuse to Child Protective Services and/or the local law enforcement agency. The employee will submit a written report within 36 hours. The employee and the school administrator will develop a plan to assure ongoing monitoring of the student. School staff members will work closely with police and/or Child Protective Services to follow up as needed. Cases of reported child abuse will be kept in close confidence.

### Staff Training

All SLOCOE school certificated and classified school staff members receive annual training on child abuse reporting requirements and procedures through a California approved Mandated Reporter: Child Abuse and Neglect through online training (See Annual Notification). Our annual back-to-school in-service includes an assessment of all employees' understanding of mandated reporting requirements. As part of the district's *New Hire Checklist*, all employees are required to sign off that they understand their responsibilities as a mandated child abuse reporter.

## Summary of Child Abuse Reporting Requirements

### Child Abuse and Neglect: Penal Codes 11165-11174.3

<b>Who Must Report?</b>	<p>Penal Code 11165.7 specifies 35 job categories as mandated child abuse reporters, including:</p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• An instructional aide</li> <li>• A teacher's aide or teacher's assistant</li> <li>• A classified employee of any public school</li> <li>• An employee of a child care institution</li> </ul> <p>The responsibility for making an official report rests on the individual employee. Reporting suspected abuse or neglect to a supervisor does not fulfill it.</p>
<b>What Gets Reported?</b>	<p>Suspected child abuse or neglect, which includes physical, sexual, and emotional abuse</p>
<b>To Whom Is the Report Sent?</b>	<p>County welfare agency, probation, or a police or sheriff's department</p>
<b>What Is the Timeframe for Reporting?</b>	<ol style="list-style-type: none"> <li>1. Report by telephone immediately, or as soon as possible</li> <li>2. Submit a written report within 36 hours</li> </ol>

### References

SLOCOE Board Policy 5141.4 Administrative Regulation 5141.4

# Sample Child Abuse Reporting Form



STATE OF CALIFORNIA  
BCIA 8572  
(Rev. 04/2017)

DEPARTMENT OF JUSTICE  
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## SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

**To Be Completed by Mandated Child Abuse Reporters**  
PLEASE PRINT OR TYPE

CASE NAME: \_\_\_\_\_  
CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS Street City Zip		DATE/TIME OF PHONE CALL	
	OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE	
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS Street City Zip			TELEPHONE		
	PRESENT LOCATION OF VICTIM		SCHOOL	CLASS	GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
<b>D. INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>					
	1. NAME BIRTHDATE SEX ETHNICITY		3. NAME BIRTHDATE SEX ETHNICITY			
	2. _____		4. _____			
	<b>VICTIM'S PARENTS/GUARDIANS</b>					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS Street City Zip			HOME PHONE	BUSINESS PHONE	
<b>SUSPECT</b>						
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
ADDRESS Street City Zip			HOME PHONE	BUSINESS PHONE		
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
ADDRESS Street City Zip			TELEPHONE			
OTHER RELEVANT INFORMATION						
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident(s) involving the victim(s) or suspect)					

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



STATE OF CALIFORNIA  
BCIA 8572  
(Rev. 04/2017)

DEPARTMENT OF JUSTICE  
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## SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

### DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

#### I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

#### II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

#### III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

#### IV. INSTRUCTIONS

**SECTION A – REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

#### IV. INSTRUCTIONS (*continued*)

**SECTION B – REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

**SECTION C – VICTIM (One Report per Victim):** Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

**SECTION D – INVOLVED PARTIES:** Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

**SECTION E – INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

#### V. DISTRIBUTION

**Reporting Party:** After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

**Designated Agency:** *Within 36 hours* of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

#### ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

## Trauma-Informed Approaches

All Grades	Preparedness	Response	Recovery
	<b>Staff:</b>	<b>Staff:</b>	<b>Staff:</b>
	Train all staff on procedures.	Remain Calm.	Engage students in a movement activity.
	Use the word "safety" when conducting safety drills.	Students take their cues from adults; model calm confidence.	Notice students who may be experiencing anxiety / fear.
	<b>Students:</b>	<b>Students:</b>	Check in personally with any students of concern and inform counselors or parents as needed.
	Practice grounding and calming skills with students.	Students use their calming skills during their response.	
	<b>Parents / Guardians:</b>	<b>Parents / Guardians:</b>	For students with unique needs, consider creating an Individual Emergency Plan for each student.
	Educate parents on protocols.	Notify parents in home language as soon as it is safe regarding the situation or once the safety drill has concluded.	
	Inform parents of safety drills well in advance.		

## Safety Drills

It is essential for school and district staff to conduct safety drills and engage in various preparedness exercises. Use safety drills and exercises to:

- Reveal gaps in preparedness
- Identify resource and supply needs
- Improve coordination between the school and community
- Clarify roles and responsibilities
- Increase overall level of emergency readiness, including response capacity of all staff and students

## Disaster Procedures

### CALLING 911

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand. This may include calling or texting 911.

When calling 911, be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

#### WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is not available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for every call received.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so.

#### CALLING 911 FROM A CELL PHONE:

- Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries.
- Know your cell phone number and be prepared to give the dispatcher an exact address.

#### TEXT TO 911:

Text to 911 is the ability to send a text message to reach 911 emergency call takers from your mobile phone or device. However, because text to 911 is currently only available in certain locations, always make a voice call to contact 911 during an emergency whenever possible. Call if you can. Text if you can't.

**When calling 911, time is of the essence.  
Remain calm; speak slowly and clearly.**

*The 911 Dispatcher needs to gather the correct information the first time they ask for it.*

## THINK ON YOUR FEET

In the event of an emergency, quick thinking is imperative for survival. During a crisis, an **individual must think on their feet to determine the best course of action**. These choices may include:

- Get off campus
- Hide
- Go into Lockdown/Barricade
- Fight against an assailant in the most extreme circumstances

Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self and others.

In the event of a **Violent Intruder** on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people experiencing a dangerous situation to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly and quickly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger. Train staff and students to act decisively and remain flexible with a **"think on your feet"** approach.

### LOOK, LISTEN AND LEAVE: FIRE ALARM

The **LOOK, LISTEN, AND LEAVE** protocol is an important action to practice when training the "think on your feet" mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of **LOOK, LISTEN, AND LEAVE** are:

- **LOOK** ~ open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** ~ in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** ~ having determined it is safe to do so, direct students to leave the room toward the predetermined evacuation spot.



## THE BIG 5: IMMEDIATE ACTION RESPONSE

The Big Five is a set of **IMMEDIATE ACTION RESPONSES** intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take *immediate* steps to protect *themselves*, their *students*, and *other people* on campus. Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of The Big Five protocols.

<b>BIG FIVE ACTION</b>	<b>WHEN</b>	<b>WHAT</b>
<b>SHELTER IN PLACE</b>	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather.	Isolate students and staff from the outdoor environment. Go inside. If the hazard is airborne, close doors, windows, and air vents. Shut down air conditioning/heating units.
<b>DROP, COVER AND HOLD ON</b>	Earthquake, explosion, or falling debris.	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
<b>SECURE CAMPUS</b>	Potential threat of violence in the surrounding community and/ or police activity off-campus and nearby	Calmly direct all staff/students indoors. Close and lock all classrooms/office doors. Continue instruction as planned. Remain indoors until otherwise directed.
<b>LOCKDOWN / BARRICADE</b>	Violent intruder on campus	Immediately seek safety indoors. Once inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
<b>EVACUATION</b>	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release / Reunification.	Use the "Look, Listen, and Leave" protocol. Once it is deemed safe to exit buildings, lead students and school staff from school buildings to a predetermined location.

## SHELTER IN PLACE

**SHELTER IN PLACE** is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other environmental hazards. The procedures may necessitate closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation, and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**SHELTER IN PLACE** is considered appropriate for, but is not limited to, the following types of emergencies:

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside
- Dangerous wildlife on or near campus

**A Shelter-in-Place response may require that HVAC systems be shut down to provide protection from contaminated outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.**

### **SHELTER IN PLACE:**

- All heating, air conditioning, and ventilation systems may need to be shut down immediately depending on the hazard.
  - All pilot lights and sources of flame may need to be extinguished
  - Any gaps around doors and windows may need to be sealed
  - Allows for free movement within classrooms or offices
- Site Administrator announces “Shelter in place” using plain language over the site PA system.
  - Bring all persons inside the building(s).
  - Lock all doors, close all windows.
  - Teachers take class roster.
  - Continue the learning process keeping all persons within the classroom/secure area.
  - All persons must remain in safe areas until notified by Site Administrator or emergency responders.

## DROP, COVER AND HOLD ON



**DROP, COVER AND HOLD ON** is the immediate action taken in the event of an earthquake or explosion and protects students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

### DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect from injury in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Most injuries in earthquakes are caused by breaking glass or falling objects
- Fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Stay alert to aftershocks
- Assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

**In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can secure against an interior wall and lock the wheels. Protect head by covering with arms if possible.**

## EARTHQUAKE

*Immediate action when shaking begins:*

- Duck, cover, and hold under desks until initial shaking has ceased.
- Site Administrator determines whether to evacuate buildings or shelter in place depending upon severity of earthquake and direction from Superintendent or designee.

*NOTE – in a mild earthquake, it may be safer to remain inside of buildings and shelter in place rather than to evacuate. If the earthquake is strong enough to shake books from shelves or items from desks, the temblor was likely strong enough to cause structural damage, and the buildings should be evacuated. In any situation where there is the smell of gas, buildings should be evacuated.*

## SECURE CAMPUS



**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in SECURE CAMPUS status, classroom instruction and/or activity may continue if all classroom and office doors are locked and all students and staff remain inside *through the duration of the event*, except for essential needs. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds.

During a Secure Campus, the Incident Command Team or staff assigned by the Incident Command Team shall assist in escorting students and staff who may need to leave the classroom for Essential Needs. Essential Needs can include but are not limited to the following:

- Bathrooming/Toileting
- Medical Needs/Response
- Mental Health/Wellness Needs/Response

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** as circumstances demand in which case instruction immediately ceases and students and staff follow LOCKDOWN / BARRICADE procedures.

**Secure Campus allows for instruction to continue while the school takes preventative action in the event of a threat in the neighborhood surrounding a school. Lock all classroom/ office doors, close entrance and exit points on the school's perimeter, and continue classroom instruction.**

### **SECURE CAMPUS:**

- Is intended to prevent a potential threat present in the community from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in SECURE CAMPUS status until ALL CLEAR is issued by School Incident Commander

## LOCKDOWN / BARRICADE



**LOCKDOWN / BARRICADE** is implemented when the imminent threat of violence or gunfire is identified on the campus, or the school is directed to do so by law enforcement. During **LOCKDOWN / BARRICADE**, students are to always remain in designated classrooms or lockdown locations. Do not evacuate until the room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom

During a **LOCKDOWN / BARRICADE**, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns.

**Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by law enforcement or School Incident Commander who will unlock the door from the outside with keys.**

### LOCKDOWN / BARRICADE:

- Is a response to an immediate danger; it is not preceded by any warning
  - Demands quick action; an active shooter, for example, can fire one round per second
  - Requires common sense thinking under duress; do what must be done to best ensure survival of students and staff
  - If it is possible to safely get off campus with students, take that action immediately (Run)
  - If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
  - Once a room is secured, no one is allowed to enter or exit under any circumstances
  - Prioritize clear communication. Remove face covering if necessary.
  - In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- ❑ In an actual lockdown emergency, the Site Administrator **may or may not** issue a lock-down order by announcing a warning over PA system or other alternate method using plain language; ***“Lockdown, Lockdown, Lockdown.”***

### THINK ON YOUR FEET

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual must think on their feet to quickly determine the best course of action. In the event of a Violent Intruder on

campus, expect to hear noise from alarms, gunfire, explosions, and shouting. **It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond.** Quality training can help individuals think clearly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

#### **ESCAPE / GET OFF CAMPUS:**

- Only attempt this if confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; find a position of cover or safe place for assembly
- Guide/encourage others you might encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there

#### **HIDE / LOCKDOWN / BARRICADE:**

- Clear all hallways; get students and staff inside immediately
- **Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced**
- Direct all those in the room to remain still and quiet; turn off/ silence cell phones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

#### **FIGHT:**

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response

#### **LOOK, LISTEN, AND LEAVE: FIRE ALARM**

- If site alarm is triggered during Lockdown/Barricade, always respond with caution and
- LOOK and LISTEN for unusual or violent activity before initiating an evacuation LEAVE.
- LOOK - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- LISTEN - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- LEAVE - only after determining it is safe to do so, direct students to leave the room toward the predetermined evacuation spot

## EVACUATION



**EVACUATION** is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

**EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

**In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER, and HOLD ON” protocol.** Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

### THINK ON YOUR FEET:

#### LOOK, LISTEN, AND LEAVE - FIRE ALARM

**Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.**

### EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit it
- Requires that staff and students assist those with special needs to ensure for safe egress of all

### EVACUATION ROUTES:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the area from all parts of the campus, and whether it is far enough away in the case of a fire or gas leak, but close enough to be reached on foot. Consider also having multiple designated evacuation areas in the event one is obstructed or otherwise becomes unsafe during an emergency. Make sure there is a clear, unblocked path onto campus for emergency vehicles. Be sure to include evacuation to designated area(s) as part of drills and training.

### SITE EVACUATION: Specific Procedures

Site evacuations may be ordered for various reasons and purposes. Site evacuations may take two forms; evacuation to waiting transportation, and evacuation by foot. Site evacuations will be ordered as part of the Incident Command System operation.

- Incident Commander (IC) determines appropriate evacuation type; either evacuation to waiting transportation, **OR** evacuation by foot to a remote location.
- Students and staff begin orderly evacuation through predetermined routes to the evacuation area.
- Activate Incident Command System protocol.
- Incident Commander establishes command center, parent reunion gates, medical triage area, and sweep teams.
- Incident Commander establishes communication with district Incident Commander and uses Site Status Report to relay status.
- Teachers take roll and provide results to the Incident Commander.
- Incident Commander establishes student reunion gates separate from the evacuation area. Students should be brought to parents when parents arrive. Use Student Release Form to release students. Students remain in the care of site administration/teachers until released to parents.
- Incident Commander evaluates site safety and releases Sweep Teams to begin searches if deemed appropriate based on site conditions.
- Incident Commander establishes Medical Treatment/Triage area in isolated area in evacuation area. Injured personnel should be evaluated and treated by a medical triage team.
- Maintain incident command structure and function until directed otherwise by higher authority.

### **Evacuation to waiting transportation:**

- Incident Commander coordinates the arrival of transportation assets to the loading area.
- Transportation assets should be waiting and ready in designated loading areas before movement of students.
- Students and staff begin orderly evacuation by following designated evacuation leaders through predetermined and cleared, unexposed routes.
- Staff designated to establish a student-parent reunion system at the relocation center must be transported in the first wave.
- Incident Commander notifies relocation center that evacuation is underway.
- Process continues until students and staff have been evacuated from the site.
- Students should remain with evacuation leaders and be reunited with class at the evacuation center.
- Teachers take roll at the relocation center.
- Students remain in the care of site administration/teachers until released to parents.



**Evacuation by foot:**

- Incident commander coordinates secure route of evacuation with consideration for student population age, size, abilities, and handicapped needs.
- Staff designated to establish a student-parent reunion system should be moved to the evacuation center first.
- Students and staff begin orderly evacuation by following designated evacuation leaders through predetermined and cleared routes.
- Students should remain with class and evacuation leaders throughout the evacuation process.
- Teachers take roll at the relocation center.
- Students remain in the care of site administration/teachers until released to parents.

**FIRE****In the event a fire or smoke from a fire has been detected:**

- Activate the fire alarm.
- Evacuate students and staff using normal fire drill procedures.

*Follow alternate routes if the normal route is too dangerous.*

- The Site Administrator activates 911 and calls the Superintendent.
- Students and staff evacuate to primary or secondary evacuation locations.
- Teachers bring class roster with them during evacuation
- Activate Incident Command System
- Teachers take roll after being evacuated.
- Establish a student-parent reunion system.
- No one may re-enter building(s) until the entire building(s) is declared safe by fire or police personnel.
- Incident Commander notifies students and staff of termination of emergency.
- Resume normal operations.

## GAS LEAK

### ***If gas odor has been detected in the building:***

- Evacuate students and staff to a safe distance outside of building, upwind of building.
- Follow the normal fire drill route to the primary or secondary evacuation location. Follow alternate routes if the normal route is too dangerous.
- The Site Administrator activates 911 and calls the Superintendent.
- Teachers take roll after being evacuated.
- No one may re-enter the building(s) until fire or police personnel declare the entire building(s) safe.
- Site Administrator notifies students and staff of termination of emergency.
- Resume normal operations.

### ***If gas odor has been detected outside the building:***

- Site Administrator calls 911 and Superintendent
- The Site Administrator determines whether to shelter in place or evacuate. Fire personnel may assist with the decision.
- Use the above evacuation procedure to evacuate if necessary.

## COMMUNICABLE DISEASE/PANDEMIC

A variety of models for pandemic management exist. Both the Center for Disease Control and World Health Organization provide information that may be referenced in the event of a communicable disease outbreak. The San Luis Obispo County Public Health Department maintains a Public Health Emergency Plan. In the event of an outbreak the school district will work closely with the San Luis Obispo County Public Health Department to implement this plan. Unified updates will be provided by both the San Luis Obispo County Office of Education and the San Luis Obispo County Public Health Department.

## COVID-19 Response

Students enrolled in SLOCOE's Alternative Education programs receive regular information and updates, including food service, childcare and closure information via SLOCOE's website, automated calls, Parent Square and direct phone calls, emails and letters. For the 2021-2022 school year, we returned to in-person instruction with independent study options if desired. For the current school year, we continue to offer a variety of in-person and independent study options for our students. We continue to employ diverse student learning practices, such as distance learning opportunities, including mailed-out hard copies of assignments and curriculum, access to Google Classroom for notes, assignment completion and supplemental learning resources for all subjects, including CTE and access to online learning platforms. Students have the opportunity to complete and turn in work through any method (mail, email, text, Google Classroom, etc.) and are not penalized for late assignments.

## COVID-19 PROCEDURES/PROTOCOL

COVID-19 Pathway Protocols released from the SLO County Public Health Department for Schools will be strictly followed if a student or staff member has tested positive for COVID-19 or has been exposed to someone who has tested positive for COVID-19.

Designated staff members are trained, along with the school nurse, to administer a rapid COVID test at school, provided a signed parent permission form is on file. COVID at-home tests are provided to parents upon request.

SLOCOE, as directed by San Luis Obispo County Public Health, follows the latest CDC Guidelines for COVID-19 exposure and quarantine.

More information can be found at the [County of San Luis Obispo Covid-19 Information Page](#).

## Adaptations of Routine and Emergency Procedures for Students with Disabilities

Individualized emergency procedures have been incorporated into the student's IEP, discussed with the youth's parents/guardians, and reviewed with the principal, teachers, and site support staff. The needs of the students with disabilities will be reviewed with the first responders during an emergency.

## Suspension and Expulsion Policies

### GROUNDINGS FOR SUSPENSION &/OR EXPULSION

#### EC 48900. Grounds for Suspension and Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person;
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- (l) Knowingly received stolen school property or private property.


- (m) Possessed an imitation firearm. As used in this section, "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.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - (i) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - (ii) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - (ii) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - (iv) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - (2) (A) "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, any of the following:
    - (i) A message, text, sound, or image.
    - (ii) A post on a social network Internet Web site, including, but not limited to:
      - (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
      - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such

- that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
- (1) While on school grounds.
  - (2) While going to or coming from school.
  - (3) During the lunch period whether on or off the campus.
  - (4) During, or while going to or coming from, a school sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's misbehavior as specified in Section 48900.5.
- (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

## **MANDATORY SUSPENSION / EXPULSION**

### **EC 48915. Circumstances for Recommending Expulsion**

- (a)(1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:
- (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 pupil.

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- (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
    - (a) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
    - (b) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
  - (4) Robbery or extortion.
  - (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
- (a)(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.
- (1) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:
    - (a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
    - (b) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
  - (2) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
    - (a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
    - (b) Brandishing a knife at another person.
    - (c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
    - (d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
    - (e) Possession of an explosive.
  - (3) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:
    - (a) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

- (b) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- (c) Is not housed at the school site attended by the pupil at the time of suspension.
- (4) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:
  - (a) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - (b) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.
- (5) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.
- (6) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.
- (7) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

## Procedures to Notify Teachers of Dangerous Pupils

California Ed Code requires that teachers be notified when one of their students has engaged in behavior that has resulted in suspension or expulsion. In the event of a suspension, the Notice of Suspension is copied to the teacher and to the student's cumulative file. Each year, teachers review the cumulative file of their incoming students, thus assuring that they will be aware of suspensions within the last three years. Additionally, the Superintendent/Principal reviews all incoming cumulative files. Teachers are alerted if any incoming student has a past record of suspension or expulsion through a red flag on Aeries and in our weekly staff meetings.



## Discrimination and Harassment Policy

San Luis Obispo County Office of Education programs and activities shall be free from discrimination, including, harassment, with respect to actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance. [Education Code section 200 and 220 and Government Code section 11135]

SLOCOE shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

SLOCOE prohibits intimidation or harassment of any student by any employee, student or other person in our programs. Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies and be alert and immediately responsive to student conduct, which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. Parents/guardians and students also shall be provided with similar information.

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

Any student who feels that they are being harassed should immediately contact the Principal, if the Principal or designee does not promptly remedy a situation involving harassment, a complaint can be filed in accordance with administrative regulations.

SLOCOE recognizes that the County Office of Education has primary responsibility for ensuring that it complies with state and federal laws and regulations governing educational programs. The County Office of Education shall investigate and seek to resolve complaints at the local level. The County Office of Education shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination or failure to comply with state or federal law for all relevant programs and civil rights protections.

## **GENERAL INFORMATION**

Policy 1350 for Uniform Complaint Procedures was developed by the SLOCOE Board under the direction of the California Department of Education (Title 5, California Code of Regulation, Sections 4600-4671) as a system for the filing, investigation, and resolution of complaints against the County Office of Education which allege violations of federal or state laws or regulations governing educational programs. These same uniform complaint procedures may be used to file complaints or to appeal County Office of Education decisions regarding such complaints which allege that the County Office of Education has violated the laws and regulations that specifically come under Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (ADA), or Title IX of the Education amendments of 1972 or Title VI of the Civil Rights Act of 1964.

The Uniform Complaint Procedures may be used for complaints involving the following educational programs, and complaints alleging violations of the following nondiscrimination protections:

1. Adult basic education, Education Code sections 8500 through 8538 and 52500 through 52616.24
2. Consolidated categorical aid programs, Education Code sections 64000(a)
3. Migrant education, Education Code sections 54440 through 54445
4. Vocational education, Education Code sections 52300 through 52480
5. Child care and development programs, Education Code sections 8200 through 8493
6. Child nutrition programs, Education Code sections 49490 through 49560
7. Special education program, Education Code sections 56000 through 56885 and 59000 through 59300
8. Title II, Part B, Teacher Quality
9. Safe and Drug Free Schools Program, Improving America's Schools Act, Title IV

Allegations of unlawful discrimination on the basis of sex, ethnic group identification, race, national origin [Title 5, C.C.R. section 4900(a)] ethnicity, religion, age (40 and above), gender, color, sexual orientation, physical or mental disability (including AIDS), medical condition (cancer related), marital status, ancestry, or political belief or affiliation by a local agency that is funded directly or receives any state financial assistance. Likewise, allegations of unlawful discrimination on the basis of sex (under Title IX, and including sexual harassment) by a local agency which is funded directly or receives any federal financial assistance.

SLOCOE designates the same compliance officers to receive and investigate complaints to ensure compliance as listed in the DUE PROCESS PROTECTIONS & COMPLAINTS section above.

## **FORMAL COMPLAINT PROCEDURES**

Any individual, public agency, or organization may file a written complaint using the Uniform Complaint Procedure, alleging a matter which, if true, would constitute a violation by the County Office of Education, federal or state laws or regulations governing the programs

identified in General Information. The County Office of Education prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to all complaints shall be confidential.

A complaint may not pursue civil law remedies until 60 days after filing an appeal to the California Department of Education. Civil law remedies include but are not limited to injunctions, restraining orders, or other remedies or orders that may also be available to the complainant. However, an exhaustion of the administrative complaint process is not required before civil law remedies may be pursued.

The complaint will be processed using the Uniform Complaint Procedure in the following manner: 1.) The written complaint should be submitted to the designated compliance officer. 2.) The written complaint will be referred to the appropriate County Office of Education staff within five days. 3.) Within five (5) days of receipt, the appropriate County Office of Education staff will acknowledge the receipt of the complaint to the complainant and will review the complaint to determine whether it meets the criteria for filing under the procedures. The designated County Office of Education official will determine whether the complaint has been filed within six months of the alleged violation that is the basis of the complaint. Unlawful discrimination complaints shall be initiated not later than six (6) months from the date the alleged discrimination occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination. (5 CCR 4630)

### **RESOLUTION OF THE COMPLAINT**

Each complaint shall be investigated by the appropriate County Office of Education official and shall be concluded by the County Office of Education within sixty days of the initial receipt of the written complaint unless an extension of the timelines has been agreed to in writing by the complainant. The County Office of Education shall provide an opportunity for the complainant and/or the complainant's representative and County Office of Education representatives to present information that is relevant to the complaint.

### **APPEALS, CIVIL LAW REMEDIES & ASSISTANCE**

1. Appeals of the decisions regarding discrimination or complaints filed under Section 504, the ADA, and Title IX should be sent within five days after receiving the County Office of Education decision to County Superintendent of Schools 3500 Education Drive, San Luis Obispo, CA 93405 A hearing may be requested.
2. Appeals of the decisions regarding programs listed in General Information in this document should be sent within 15 days after receiving the County Office of Education decision to: State of California, Department of Education, State Superintendent of Public Instruction, P.O. Box 944272, Sacramento, CA 94244-2720.

### **TIMELINE FOR UNIFORM COMPLAINT PROCEDURES\***

Within the first 60 days after the complaint is filed with the County Office of Education, the County Office of Education will investigate and produce a written report and inform the complainant of the right to appeal to the California Department of Education (CDE). A hearing may be requested. Within 15 days after the complainant receives the County Office of Education report, the complainant may appeal to the CDE. Within 60 days after the CDE receives the appeal, the CDE will mediate between the District and the complainant, investigate further, submit a report to the District, and/or schedule a hearing to review the complaint. If the complainant or District makes an appeal to the CDE within 35 days after the CDE response, the Office of the Superintendent or the State Office of Administrative Hearings will respond to the complainant and the District within 15 days. Additional appeals may be made to the U.S. Department of Education, Office of Civil Rights, Department of Fair Employment and Housing, and the Equal Employment Opportunity Commission. Adopted April 18, 2000/Revised March 10, 2005

\*(Timelines do not apply to sexual harassment complaints)

### **SEXUAL HARASSMENT**


SLOCOE is committed to maintaining a learning environment that is free of harassment. SLOCOE prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or at any school-related activity. The Superintendent or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall further be assured that they need not endure, for any reason, any harassment which impairs the educational environment or a student's emotional well-being at school.

Any student who engages in the sexual harassment of anyone at school or at a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 - 12, the disciplinary action may include suspension and/or expulsion.

Any employee who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of laws relating to child abuse.

Students shall be informed that they should immediately contact a staff member if they feel that they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to another County Office of Education Administrator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained.

The principal or designee shall immediately investigate any report of the sexual harassment of a student. Upon verifying that sexual harassment occurred, he/she shall ensure that



appropriate action is promptly taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. In addition, the student may file a formal complaint with the Superintendent/designee in accordance with the District's Uniform Complaint Procedures.

The County Office of Education prohibits retaliatory behavior against any complainant or any participant in the complaint process. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

### **REPORTING HARASSMENT OR DISCRIMINATION**

The procedure for complaints regarding all issues of harassment, discrimination or abuse should be reported to a counselor or an administrator. SLOCOE designates the same compliance officers to receive and investigate complaints to ensure compliance as listed in the DUE PROCESS PROTECTIONS & COMPLAINTS section above.

### **HATE CRIMES**

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crime can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

The following procedures are established:

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the Superintendent/Principal or designee. If the student believes that the Superintendent/Principal or designee has not remedied the situation, he/she may file a complaint against the appropriate school official in accordance with district complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Principal/Superintendent or designee, and law enforcement, as appropriate. Students who engage in hate-motivated behavior shall be subject to discipline in accordance with District policy.
3. The Superintendent/Principal shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

**Anonymous complaints may be reported through the "We Tip" number – 1-800-782-7463**

## Threat Assessment

Everyone is responsible to ensure campus-wide safety. If there is IMMEDIATE DANGER to others, call law enforcement and the district office contact. Follow District immediate response guidelines as appropriate.

- If necessary, take appropriate precautions, such as school-wide security measures, detaining the student(s) of concern, or restricting access to coats, backpacks, etc.
- If law enforcement is involved in the investigation or protective response, provide the name of the investigating officer(s) and case number.
- What were the results? (i.e., student arrest, charges, detainment, search of belongings, parent/ student interviewed, etc.).

### Threat Assessment Protocol

Each school site has Level One Student Threat Assessment Team, which is a multidisciplinary team consisting of an administrator, a school psychologist, school resource officer, and a mental health professional. The Level One Team will investigate the incident and complete a level one assessment..

The following people should be considered for participation in Level One meetings as sources of additional information:

- Teachers, coaches, case managers, or other educators. (If education staff is unavailable to attend, ask individuals to complete and return the Teacher's Questionnaire prior to the Level One meeting.)
- Campus supervisors, instructional aides, transportation staff, or other people who have contact with student/students.
- Parents/guardians, if time and circumstances allow (If parents/guardians are unable to attend, complete the Parent Interview form).
- Case managers or Probation Officers if adjudicated or a ward of the Court.
- Students should NOT attend this meeting. (Student information is gathered through Student Interview and Student Witness Interview forms)

Many cases can be managed through a Level One Assessment with appropriate interventions. The assessment usually takes 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to request a more extensive Level Two Assessment.

## Dress Code

### Dress Code

Cleanliness, appropriate grooming, and proper dress are important in setting the pattern of school and social conduct. The standards of dress for school should not be inconsistent with the academic atmosphere at the school nor should an individual's attire be disruptive to the

learning processes of his/her fellow students. Any student who comes to school without proper attention having been given to personal cleanliness, neatness or improper attire, may be sent home to be properly prepared for school, or provided alternative clothing to use for the remainder of the school day. Policy 5132 prohibits the presence of any apparel, jewelry, accessory, notebook, or manner of grooming by virtue of its color, arrangement, trademark or any other attribute which demonstrates membership in gangs, advocates drugs, advocates hate, violence, or disruptive behavior. Examples of prohibited dress or appearance include, but are not limited to:

- Exposed undergarments
- Excessively sagging pants
- Excessively short or tight garments
- Bare midriff shirts/pants
- Strapless shirts
- Attire with messages or illustrations that are lewd, indecent or vulgar
- Attire that advertises products or services not permitted by law to minors
- See-through clothing
- Attire that exposes cleavage
- Any adornment such as chains or spikes that could reasonably be perceived as a weapon
- Any symbol, style or attire frequently associated with intimidation, violence or violent groups
- Hats on the prohibited logo list

Students whose dress and/or grooming is found to be in violation of the dress code or considered disruptive to the educational process will be sent to the principal's office. The student will remain there until appropriate clothing is brought from home. Multiple dress code violations may result in community service or parent notification. These standards apply at all school functions.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. In addition, the principal or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

## **Gang Related Apparel**

Administration, staff and parents/guardians participating in the development of the school safety plan shall define “gang related apparel” and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. (EC35183)

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

Safety while entering and leaving Loma Vista Community School’s rural campus is a high priority.

The following precautions have been taken:

- Safety crossing zones must be used.
- Bus loading and unloading will only occur at the designated bus loading zone.

### **SCHOOL BUS RULES:**

The school bus is considered an extension of the classroom. The same rules apply as when a student is at school. Please refer to our school rules section along with the PBIS matrix. The same incentives and consequences will be used for students on the bus as in school.

### **PARKING**


Students who drive to school must provide verification of a valid CA Driver’s License, current vehicle registration, and current insurance coverage. For the safety of all students and staff, reckless driving by students will not be tolerated and may result in suspension or the loss of parking on campus.

Vehicles are to be parked in designated parking areas only. Students who choose to park illegally, park in non-designated parking areas, risk having their vehicles towed at their own expense. In addition, parking citations may be issued to those vehicles that are in violation of the parking policy such as parking in a fire lane and/or red zone area. SLOCOE assumes no responsibility or liability associated with a student driving/operating a personally owned vehicle.

## **Maintaining a Safe and Orderly Environment**

San Luis Obispo County Office of Education Alternative and Special Education programs place a high priority on student safety. We continually assess our campuses for potential risks, and





mitigate the exposure as soon as possible. We hold all fire and earthquake drills as required, and assess the effectiveness of each drill.

School staff and the school maintenance personnel, using the Facility Inspection Tool (FIT), evaluate the school annually.

### **Safety Committee**

The SLOCOE Health Management and Safety Committee is composed of classified, certificated and management employees. Meetings are held on the third Thursday of every month September – May. Agendas and Minutes are available to review.

The Committee reviews accident trends, results of safety inspections, responds to safety concerns and promotes employee health and wellness by sponsoring the safety incentive programs. The Committee also rewards and recognizes employees who are mindful about using safe practices as they work.

### **Visitors and Volunteers**

We monitor visitors on campus and require that they sign in at the office each and every time they are on campus. Visitors and volunteers wear identification badges while on campus. We make every effort to know our parents and extended family members. Due to the school's small size, monitoring of adults on campus is truly possible.


**Student visitors are not allowed on campus during the school day.** However, SLOCOE encourages parents and members of the community who are willing and able to share their time, knowledge and abilities with our students to volunteer on campus. Arrangements must be made with the site administrator. Because the safety and well-being of our students is our ultimate goal, visitors and volunteers must comply with the SLOCOE policy that governs their presence on campus.

### **Classroom Management**

All staff members are trained in CPI Nonviolent Crisis Intervention to build an effective culture of safety and to build the knowledge and skills needed to recognize and manage crisis behaviors. Our most recent training was on January 9, 2023. In addition, implementation of Positive Behavioral Interventions and Supports (PBIS) has created a school-wide climate of improved social respect and responsibility.

Student behavior contracts and Behavior Intervention Plans (BIP) are developed for students requiring extra support. Parent and Student Success Team (SST) meetings are scheduled for students who are unable to meet behavioral expectations at school.

## Behavior Matrix

LOMA VISTA COMMUNITY SCHOOL Expectations Matrix		Big 3 <b>Be Safe</b>	<b>Be Responsible</b>	<b>Be Considerate</b>
	<b>All Areas</b>	<ul style="list-style-type: none"> <li>Keep substance use away from school or bus</li> <li>Keep your hands and feet to yourself</li> <li>Use technology appropriately</li> <li>Stay on appropriate internet sites</li> </ul>	<ul style="list-style-type: none"> <li>Be present</li> <li>Use school property appropriately</li> <li>Come to school healthy</li> <li>Follow staff directions the first time given</li> </ul>	<ul style="list-style-type: none"> <li>Treat others with kindness</li> <li>Allow others to focus</li> <li>Use a gentle voice</li> <li>Use kind language and gestures</li> </ul>
	<b>Classroom</b>	<ul style="list-style-type: none"> <li>Remain seated in approved space until excused</li> <li>Maintain personal boundaries</li> <li>Use Chromebook for school-work only</li> </ul>	<ul style="list-style-type: none"> <li>Work effectively</li> <li>Participate fully in your education</li> <li>Ask for help</li> <li>Do your own schoolwork</li> <li>Keep cell phones off and out of sight from 9:00-1:00</li> </ul>	<ul style="list-style-type: none"> <li>Listen while others are speaking</li> <li>Use headphones/earbuds with one ear uncovered</li> </ul>
	<b>Eating/Outside Area</b>	<ul style="list-style-type: none"> <li>Wait in line patiently</li> <li>Walk at all times</li> </ul>	<ul style="list-style-type: none"> <li>Clean up your trash</li> <li>Stay in assigned areas</li> <li>Keep outside areas quiet</li> </ul>	<ul style="list-style-type: none"> <li>Knock gently while waiting to enter a classroom, the office or the gym</li> </ul>
	<b>Bathroom</b>	<ul style="list-style-type: none"> <li>Wait in line patiently</li> <li>Wash your hands</li> </ul>	<ul style="list-style-type: none"> <li>Use bathroom at designated bathroom breaks</li> <li>Flush toilet</li> <li>Put used paper towels in trash can</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful of time spent in bathroom</li> </ul>
	<b>Bus</b>	<ul style="list-style-type: none"> <li>Choose your seat and remain seated</li> <li>Remain seated while bus is in motion</li> <li>Cross carefully in front of bus</li> <li>Be kind to the community</li> </ul>	<ul style="list-style-type: none"> <li>Be at your stop 5 minutes early</li> <li>Use earbuds to listen to music</li> <li>Allow driver to be without distraction</li> </ul>	<ul style="list-style-type: none"> <li>Help keep bus clean</li> <li>Throw away trash</li> <li>Exit only at your correct stop</li> </ul>

## Health Precautions


Every two years key staff members receive updated First Aid and CPR training. Annually, staff members receive in-service training on other health and safety issues, including:

- Blood-borne pathogens
- SB 198 Safety in the Workplace
- Anaphylactic shock and severe allergic reactions
- Updated EpiPen procedures

To accommodate students with diabetes, asthma, seizures or other health concerns the school nurse monitors student medical plans, and key staff receive in-service training to carry out the plan.

### Medication

SLOCOE staff are prohibited from providing or administering any medication, including aspirin, to any student, unless proper procedures are followed. Students needing occasional medications for colds, earaches, and/or sore throats, are to take these medications at home if possible. However, if medication **MUST** be given at school, it must be personally delivered by the parent and accompanied by a written authorization from a parent/guardian that includes the name of the medication and instructions for its administration (time and dosage), **as well**



**as a medical release from the physician.** Forms are available from the school. All medication must be in its original container.

### **Mental Health/Wellness**

School behavioral and mental health programs should focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's individual health needs. The Loma Vista Community School, Juvenile Court School and Special Education Programs encourage and support linkages between students, families, schools, communities, to create and maintain an environment in which all students can learn and thrive.

This positive model includes:

- Creating an atmosphere in which the psychological, social and emotional aspects of the student are integrated into all parts of student life and wellness.
- Providing the structure and support to allow each individual student to live a socially and emotionally fulfilling life.
- Increasing awareness of student's social and emotional needs.
- Decreasing stigma around behavioral and mental health issues.
- Linking systems to improve support, resources, advocacy, and assessment.
- Creating school-linked programs that are family-friendly, accessible, integrated and comprehensive.
- Supporting local strategies that create healthy schools.
- Promoting behavioral health in order to break down barriers to students' learning

SLOCOE therapists and County Behavioral Health and Drug and Alcohol Services provide as needed and scheduled services for students on campus, or via phone or videoconference. SLOCOE Alternative Education Programs have trained staff in DBT Steps-A curriculum, Dr. Clayton Cook's EMR process for intentional relationship building, CPI Nonviolent Crisis Intervention, Restorative Practices, and implemented schoolwide PBIS and alternatives to discipline in order to reduce the number of school suspensions and address negative behaviors as well as to help students build positive coping and pro-social skills.

## **SLOCOE Youth Suicide Prevention Policy**

The Governing Board of the San Luis Obispo County Office of Education recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.


This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, SLOCOE shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee of SLOCOE shall develop and implement preventive strategies and intervention procedures that include the following:

### **Overall Strategic Plan for Suicide Prevention**

SLOCOE shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the



district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. SLOCOE will work with multiple agencies including County Mental Health, Drug and Alcohol and County Probation to help our students attend safe schools where students can find the supports necessary to educate and support each other against suicide.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K-12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

- You can find information about a comprehensive suicide prevention toolkit for schools on the Heard Alliance Web page at <https://www.heardalliance.org/help-toolkit/>

See Page 54 for SLOCOE Comprehensive Suicide Prevention Policy.

## Cyber Safety

The Internet is a valuable educational and social resource for students. SLOCOE believes in the value of technology and recognizes its importance for supporting curriculum, instruction, and management. The County Office of Education network and internet connections have been developed as tools to promote educational excellence, innovation, and communication for students and staff. Access to the internet is a privilege, not a right. Please see the Student Acceptable Use Policy.


All staff and students in all grades receive awareness training on cyber safety at school and at home annually. Parents receive pertinent information from the school to ensure that all are aware of the vulnerability of our students as they navigate their way through cyberspace. Students are also advised about the law and the consequences of using computers as a tool for harassment or bullying. All students and their parents/ guardians must sign a Technology Acceptable Use agreement annually before they may access the Internet at school. See SLOCOE Keys to Success.

School Internet use is always supervised. Computers used by students are arranged to be visible by supervising adults at all times. In addition, filters are in place to prevent access to inappropriate websites.

## ACCEPTABLE INTERNET USE POLICY

Electronic Media Communication SLOCOE provides computers, Internet and email access to teachers, students, staff and administrators. To create a common expectation for the acceptable use of such communication devices, each user of such devices is expected to subscribe to and observe this Acceptable Internet Use Policy. This policy does not cover all required or expected behavior. Each user is expected to exercise sound judgment regarding appropriate conduct.

1. Any use for illegal, inappropriate, or obscene purposes, or in support of such activities, is prohibited. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, and/or purpose and goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly-owned and operated communication vehicle.
2. Use for commercial purposes, including personal gain, is prohibited.
3. Copying materials in violation of copyright law is prohibited.
4. Use for product advertisement, religious advocacy, or political lobbying is prohibited.
5. No use shall serve to disrupt the use of the network by other users.
6. Any user's traffic that traverses another network may be subject to that network's acceptable use policy. From time to time, SLOCOE will make decisions on whether specific



uses are consistent with this policy. The SLOCOE shall remain the final authority on the use of the network and the issuance of user accounts. We reserve the right to modify this policy at any time. Users will receive prompt notification of all modifications.

## School Rules and Discipline Policies

SLOCOE desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. We believe that good planning, a good understanding of each child and parent involvement can minimize the need for discipline. By focusing on teaching, practicing and incentivizing positive behaviors through PBIS, we increase the likelihood that students will engage in expected behaviors in all environments. All students are held to high standards of behavior, and these expectations are made clear. School rules and behavior expectations are distributed at the beginning of the year (See Appendix SLOCOE Keys to Success) and reviewed in each classroom regularly. Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations.

When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior. Policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school and program has developed disciplinary rules in accordance with the law to meet the school and student needs. Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color, or sex. Students always have an opportunity to present their viewpoint when involved in disciplinary actions.

In order to maintain safe and orderly environments, the COE shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed.

### SCHOOL RULES

Per CA Education Code §48980, parents, guardians, and students have a right to review school rules regarding student discipline.

The basic school rules are listed below. If you have additional questions, or would like to review additional rules, please contact the school office.

1. Be respectful of others and their property.
2. Bring to school only those things needed to do schoolwork.
3. Use appropriate language.
4. Hats, hoods, and head coverings with prohibited logos are not allowed inside classrooms or other buildings.
5. Use phones appropriately (see Phone Policy in Student Handbook).

6. If you are not legally allowed to possess an item, or it is not allowed on campus – you cannot display or advertise it ~ and we don't want to hear about it either.
8. Students are not allowed in the parking lot without staff permission.
9. Once a student is on campus, they may not leave without being properly checked out through the office.

### **Tobacco/ENDS/Substance Abuse**

SLOCOE prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin. Section 119405 of the Health and Safety Code prohibits the sale of e-cigarettes to minors which means that students should not be in possession of any such devices. Students using, in possession of, or offering, arranging or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code.

## **Procedure for Responding to Criminal Incidents**

Both Loma Vista Community School and Juvenile Court School maintain a close relationship with the San Luis Obispo Probation Department. There is a regular Probation Officer stationed on campus at Loma Vista Community School. The San Luis Obispo Department of Probation provides supervision of students in custody at the Juvenile Services Center.

The following pages detail the procedures and protocols in the event of a criminal incident:



## ASSAULT/FIGHTS

- Ensure the safety of students and staff first.
- Defuse the situation, if possible.
- Call 911, *if necessary*.
- Notify CPR/first aid certified persons in school buildings of medical emergencies.
- Notify Site Administrator. Site Administrator assembles Crisis Team Members.
- Isolate area where assault took place.
- Site Administrator notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
- Site Administrator notifies the Superintendent and parents of students involved in assault.
- Document all activities. Ask the victim(s)/witness(es) for their account of the incident.
- Implement post-crisis procedures and counseling protocols.

## BOMB THREAT

### Upon receiving a message that a bomb has been planted in school:

- Use bomb threat checklist.
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to the caller's voice and speech patterns and to noises in the background.
- After hanging up the phone, use a reverse caller ID if available to trace the call.
- Notify Site Administrator.
- Activate Incident Command System. (Site Administrator becomes Incident Commander)
- Based upon threat assessment, Incident Commander determines to either shelter in place until evacuation routes are cleared, **OR** to evacuate immediately.
- Incident Commander notifies police (call 911) and Superintendent. Incident Commander or Superintendent must report the incident to police.
- Incident Commander uses school PA to inform students and staff of bomb threat and immediate actions to take (shelter **OR** evacuate) using plain language. **Do Not** use a Fire Alarm to signal evacuation.

## BOMB THREAT CHECKLIST

(Keep copy near phone)

Description Detail Report	Callers Voice - Check as applicable:
Questions to ask:	<input type="checkbox"/> Calm <input type="checkbox"/> Nasal <input type="checkbox"/> Angry <input type="checkbox"/> Stutter <input type="checkbox"/> Excited <input type="checkbox"/> Lisp <input type="checkbox"/> Slow <input type="checkbox"/> Raspy <input type="checkbox"/> Rapid <input type="checkbox"/> Deep <input type="checkbox"/> Soft <input type="checkbox"/> Ragged <input type="checkbox"/> Loud <input type="checkbox"/> Clearing Throat <input type="checkbox"/> Laughter <input type="checkbox"/> Deep Breathing <input type="checkbox"/> Crying <input type="checkbox"/> Cracked Voice <input type="checkbox"/> Normal <input type="checkbox"/> Disguised <input type="checkbox"/> Distinct <input type="checkbox"/> Accent <input type="checkbox"/> Slurred <input type="checkbox"/> Familiar
1) When is the bomb going to explode?	
2) Where is it right now?	
3) What does it look like?	
4) What kind of bomb is it?	
5) What will cause it to explode?	
6) Did you place the bomb?	
7) Why?	<b>If voice is familiar, whom did it sound like?</b>
8) What is your address?	
9) What is your name?	
Exact wording of the threat:	<b>Background Sounds:</b> <input type="checkbox"/> Street Noises <input type="checkbox"/> Factory Machinery <input type="checkbox"/> Animal Noises <input type="checkbox"/> Voices <input type="checkbox"/> Clear <input type="checkbox"/> PA System <input type="checkbox"/> Static <input type="checkbox"/> Local Call <input type="checkbox"/> Music <input type="checkbox"/> Long Distance <input type="checkbox"/> House Noises <input type="checkbox"/> Phone Booth <input type="checkbox"/> Motor <input type="checkbox"/> Office Machinery <input type="checkbox"/> Other
Sex of Caller:      Race:	
Length of call:      Age:	
Date:      Time:	
Number at which call was received:	<b>Threat Language:</b> <input type="checkbox"/> Well Spoken (educated) <input type="checkbox"/> Incoherent <input type="checkbox"/> Taped <input type="checkbox"/> Foul <input type="checkbox"/> Message read <input type="checkbox"/> Irrational by threat maker
Notes:	
	Remarks:

## INTRUDER/HOSTAGE

### **Intruder- An unauthorized person who enters school property:**

- Notify Site Administrator.
- Ask another staff person to accompany you before approaching the guest/intruder.
- Politely greet the guest/intruder and identify yourself.
- Ask the guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If the intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

### **If intruder refuses to leave:**

- Activate Shelter In Place
- Notify security or police if the intruder still refuses to leave. Give the police full description of the intruder. (Keep intruder unaware of call for help if possible)
- Warn intruder of consequences for staying on school property.
- Walk away from the intruder if he/she indicates a potential for violence. Be aware of the intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc.).
- If possible, maintain visual contact with the intruder from a safe distance.
- Site Administrator notifies Superintendent.

### **Hostage situation:**

- If the hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of the situation; ask for assistance from the hostage negotiation team.
- Lockdown site.
- Notify Site Administrator.

## WEAPONS ON CAMPUS

- Call police if a firearm is suspected to be in school.
- Ask another administrator or SRO to join you in questioning suspected student or staff member.
- Conduct search with police or SRO. Inform suspect of his/her rights and why you are conducting search.
- Accompany suspect to private office to wait for police.
- Keep detailed notes of all events and why the search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student
- If a suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up and order the site into lockdown.
- Remain calm.

## SEARCH

Trained police dogs may be used in a search on the school grounds, in hallways, social areas, locker rooms, gyms, parking lots and classrooms. As a parent one of the most crucial policies to demand from your student's school is a drug free campus. Nationwide, over 85% of high school students and 44% of junior high students report seeing drugs used, sold, or stored on campus with 31% of high school students and 9% of junior high students seeing such conduct at least once a week (Center for Substance Abuse Research). Law Enforcement and probation will be involved along with school officials during any search of campus involving trained police dogs.

## RELEASE OF STUDENT TO A PEACE OFFICER

If a school official releases a student from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify parent/guardian or a responsible relative of the student, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent/guardian. (EC48906)

## Maintaining a Positive School Climate

Our staff members understand the importance of supporting our students in handling the stresses and challenges of life. Our efforts to maintain a positive school climate include:

- Parents are encouraged to participate in all aspects of school life.
- We regularly send messages of positive feedback to our students and their families.
- All staff members serve as positive and accessible role models.
- We encourage staff members to teach students the meaning of equality, human dignity, and mutual respect, and to employ teaching strategies that promote assertiveness, decision-making skills, positive peer relations, and self-esteem.
- We consciously strive to create an environment of tolerance and inclusiveness.

Our schools promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students are taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills. SLOCOE Alternative Education Programs have trained staff in DBT Steps-A curriculum, Dr. Clayton Cook's EMR process for intentional relationship building, CPI Nonviolent Crisis Intervention and implemented schoolwide PBIS and alternatives to discipline in order to reduce the number of school suspensions and address negative behaviors as well as to help students build positive coping and pro-social skills.

## SLOCOE Keys to Success



SLOCOE offers a unique learning opportunity that is available for students in a variety of programs. As an active participant in their education, students must attend school regularly and make positive progress toward their goals and comply with the school rules and expectations. *I understand the following components are important factors in being successful in school:*

### Attitude ~

- Show up every day with a positive “can do” attitude.
- Be respectful of others and their property.
- Bring to school only those items needed to do schoolwork
- Use appropriate language.
- Hats, hoods, and head coverings are not allowed inside classrooms or other buildings.
- Use Phones Appropriately, per Cell Phone Policy.
- If you are not legally allowed to possess an item, or it is not allowed on campus – you cannot display or advertise it ~ *and we don’t want to hear about it either.*
- Food and drinks are prohibited in the classroom, except during breakfast.
- Students are not allowed in the parking lot without staff permission.
- Once a student is on campus, they may not leave without being properly checked out through the office.

### Attendance ~

- This is important, as it is directly related to my credit accrual.
- CA Education Code 48200 requires everyone between the ages of 6 and 18 years old attend school daily. I am aware that there are consequences for the minors and parents when students do not attend school.

### Academics ~

- Students are committed to focus on their academics while at school.

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I have read and understand the information above, and I am willing to comply with the requirements of this program. I am aware that my child’s behavior and safety, outside of the school day, is my responsibility.

I also acknowledge that I have been notified that the **Student/Parent Handbook** and **Annual Notification to Parents, Guardians & Students** required under California Education Code §5145.6. is online at the SLOCOE website. For more detailed protocols, please refer to the Annual Notification to Parents/Guardians and the online handbook at: <https://www.slocoe.org/resources/parent-and-public-resources/> and then click on “Informational Resources.” These documents can be accessed through your phone or a computer. We can also print copies or email copies at your request.

*Please sign and return this bottom section to the school. This signed slip will be placed in the student’s file.*

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_



## Opioid Overdose Policy

County Board Policy 5141.21: Administering Medication and Monitoring Health Conditions, reads: The County Superintendent or designee shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3). Education courses, school messaging, and on-site therapists communicate the dangers of fentanyl poisoning in addition to other drug avoidance and cessation solutions.

Emergency naloxone hydrochloride (NARCAN) or another opioid antagonist are available at each school site. At least one site volunteer has received related training to provide assistance to any person(s) who may be suffering from an opioid overdose following protocols and procedures of SLOCOE. Staff members trained in accordance with the policy shall make every reasonable effort, including the use of Naloxone combined with rescue breaths, to revive the victim of any apparent drug overdose.

## Youth Suicide Prevention Policy

### Introduction

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201520160AB2246](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246).

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <https://www.cde.ca.gov/nr/el/le/yr19ltr0829.asp> and the Directing Change For Schools Web page at <https://directingchange.ca.org/>.

Additionally, the CDE encourages each LEA to work closely with their county behavioral health department to identify and access resources at the local level.

While the mandate does not apply to private schools or students below grade seven, we do encourage them to consider adopting a suicide prevention policy as a safety net for all students. This is particularly important since suicide is the second leading cause of death for youth ages fifteen to twenty-four. Students in earlier grades are also known to consider, attempt, and die by suicide—which is also a leading cause of death among ten to twelve-year-olds. Research demonstrates that suicidal ideation may start as early as preschool (however, suicide deaths are very rare among children nine years of age and younger). Although elementary and private schools are not legally required to adhere to AB 2246, they

may want to consult with their legal staff about the advisability of adopting such a policy.

### **SLOCOE Youth Suicide Prevention Policy (BP 5142.52)**

The Governing Board of the San Luis Obispo County Office of Education recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, SLOCOE shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Superintendent or Designee SLOCOE shall develop and implement preventive strategies and intervention procedures that include the following:

#### **Overall Strategic Plan for Suicide Prevention**

SLOCOE shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district’s strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. SLOCOE will work with multiple agencies including County Mental Health, Drug and Alcohol and County Probation to help our students attend safe schools where students can find the supports necessary to educate and support each other against suicide.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and

updated, the district shall appoint an individual (or team) to serve as the suicide prevention point of contact for the district. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K-12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

- You can find information about a comprehensive suicide prevention toolkit for schools on the Heard Alliance Web page at <https://www.heardalliance.org/help-toolkit/>

## Prevention

### A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, SLOCOE along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>
- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

### B. Suicide Prevention Training and Education

SLOCOE along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.



Training shall be provided for all school staff members and other adults on campus including substitutes and intermittent staff, volunteers and interns.

### **Training:**

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training through the San Luis Obispo County Behavioral Health Department. Core components of the general suicide prevention training shall include:
  - Suicide risk factors, warning signs, and protective factors
  - Previewing identified populations more susceptible to death by suicide
  - How to talk with a students and caregivers about thoughts of suicide
  - How to remain calm and collaborative while maintaining an appropriate level of privacy for student
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;

- o School and community suicide prevention resources;
  - o Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - o The factors associated with suicide (risk factors, warning signs, protective factors);
  - o How to identify youth who may be at risk of suicide;
  - o Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
  - o District-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - o District-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - o Responding after a suicide occurs (suicide postvention);
  - o Resources regarding youth suicide prevention;
  - o Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
  - o Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - o Youth affected by suicide
    - o Youth with a history of suicide ideation or attempts
    - o Youth with disabilities, mental illness, or substance abuse disorders
    - o Lesbian, gay, bisexual, transgender, or questioning youth
    - o Youth who have ongoing experiences of being bullied or isolated from peers and others
    - o Youth experiencing homelessness or in out-of-home settings, such as foster care
    - o Youth who have suffered traumatic experiences.

### Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>

- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/safetalk>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/asist>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

### **C. Employee Qualifications and Scope of Services**

Employees of SLOCOE and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting, with the exception of on-site mental health therapists. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide. Staff will involve the onsite mental health therapists to ensure resources are made available to the student and his/her caregiver.

### **D. Specialized Staff Training (Assessment)**

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by SLOCOE.

### **E. Parents, Guardians, and Caregivers Participation and Education**

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the SLOCOE suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the SLOCOE Web page and references to the policy will be included in the student/parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development

and implementation of this policy.

- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment, linkage to on-site mental health therapists and 24 hour suicide prevention hotline.

Resource:

- Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://save.org/about-suicide/preventing-suicide/>

#### **F. Student Participation and Education**

SLOCOE along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
  - Healthy coping strategies for dealing with stress and trauma;
  - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
  - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help; including how to ask for help from friends, family, school and community
  - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
  - Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, new student orientation, science, and physical education).
- SLOCOE will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success

Programs, and National Alliance on Mental Illness on Campus High School Clubs).

#### Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>

### **Intervention, Assessment, Referral**

#### **A. Staff**

Three staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Websites. The staff members are Chris Balogh, Director of Alternative Education, William Hanham, Principal of Special Education, Rory Matson and Alicia Alandt, School Psychologists, and Lara Mattson, Principal, Loma Vista Community School as the Suicide Prevention Liaisons.
- The principal, another school administrator, school counselor, school psychologist, social worker, mental health therapist, or nurse shall then notify the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification. Report to C.W.S. (S.C.A.R.) if a student may be endangered by a parent being notified.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other

unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Superintendent or Designee shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

#### **B. Parents, Guardians, and Caregivers**

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

#### **C. Students**

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. On-site mental health therapists will work with and train students in this area.

#### **D. Parental Notification and Involvement**

Each school within SLOCOE shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report medical neglect of the youth.

#### **E. Action Plan for In-School Suicide Attempts**

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following

steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom. Limit immediate options for another attempt by securing the vicinity around the student (sharp objects, etc.)
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

#### **F. Action Plan for Out-of-School Suicide Attempts**

If a suicide attempt by a student is outside of SLOCOE property, it is crucial that the LEA protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students; Attempt to secure agreement between parents and school administration regarding appropriate response.
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis are correct;
- Designate a staff member to handle media requests (Katherine Aaron, Assistant Superintendent)
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for reintegration to school;
- Provide mental health resources

#### **G. Supporting Students after a Mental Health Crisis**

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student or minimize his/her crisis;
- Offer hope and let the student know they are safe and that help will be provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

#### H. **Re-Entry to School After a Suicide Attempt**

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers of care, if appropriate;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted\\_suicide\\_resources\\_for\\_schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/)

#### I. **Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. SLOCOE Suicide Prevention Liaisons, including the Director of Alternative Education, Director of Special Education,



school psychologists, the Principal of Loma Vista Community School, shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
  - Identify a staff member to confirm death and cause (school site administrator);
  - Identify a staff member to contact deceased's family (ASAP/within 24 hours);
  - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
  - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
  
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about suicide death;
  - Emotional support and resources available to staff;
  - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - Share information that is relevant and that which you have permission to disclose.
  
- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Talking points for staff to notify students;
  - Resources available to students (on and off campus).
  
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at [www.reportingonsuicide.org](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
  - Identify what platforms students are using to respond to suicide death
  - Identify/train staff and students to monitor social media outlets
  
- Include long-term suicide postvention responses:

- o Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
- o Support siblings, close friends, teachers, and/or students of deceased
- o No long-term memorials, only short term if at all, and consider how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at [http://www.mhrsonline.org/resources/suicide%5Cattempted suicide resources for schools-9/](http://www.mhrsonline.org/resources/suicide%5Cattempted%20suicide%20resources%20for%20schools-9/)
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <https://www.cde.ca.gov/ls/cg/mh/index.asp>.

**Note:** This model policy is considered exemplary and is not prescriptive, per EC Section 33308.5:

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.
- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
  - (1) The guidelines are necessary.
  - (2) The department has the authority to issue the guidelines.
  - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.