



MT. DIABLO UNIFIED SCHOOL DISTRICT

COMPREHENSIVE SCHOOL SITE SAFETY PLAN

Mountain View Elementary

School Site

Diana DeMott, Principal

Mildred Browne, Assistant Superintendent, Pupil Services and Special Education

Rose Lock, Assistant Superintendent, Elementary Education

Gail Isserman, Assistant Superintendent, Personnel

Peder Pedersen, Assistant Superintendent, Administrative Services

Alan Young, Associate Superintendent, Educational Services

Steven Lawrence, Superintendent

2010-2011

Plan Developed by:

Name	Position
Diana DeMott	Principal
Jana Branscum	Office Manager/Clerical Staff Member
Jean Sabolevsky	Secretary, Clerical Staff Member
Lisa Lambert	Parent
Kendra Leal	Kindergarten Teacher
Kathy Nattkemper	First Grade Teacher
Sue Sewell	Second Grade Teacher
Patti Gylock	Third Grade Teacher
Sam Gold	Fourth Grade Teacher
Gale Westover	Fifth Grade Teacher
Sandy Codington	Fifth Grade Teacher
Rachelle Cashion	Safety Plan Consultant
Tom Cashion	Law Enforcement Sergeant

Public Hearing Date April 12, 2010

Date Adopted by School Site Council April 12, 2010

**Mount Diablo Unified School District
Comprehensive School Safety Plan**

Mountain View Elementary

School

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COMPREHENSIVE SCHOOL SAFETY PLAN MEMBERSHIP

Mountain View Elementary

Delegated School Safety Planning Committee Members	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)
		Principal or designee	Classified Employee	Classroom Teacher	Parent	Law Enforcement	*Other school staff	Community Representative	Student	Clerical Staff Member
1. Diana DeMott		X								
2. Kickan Wilson							X			
3. Christine Suess							X			
4. Sam Gold		X		X						
5. Sue Sewell				X						
6. Kathy Nattkemper				X						
7. Patti Gylock				X						
8. Jana Branscum			X							X
9. Jean Sabolevsky										X
10. Sandy Codington				X						
11. Lisa Lambert					X					
12. Rachelle Cashion							X			
13. Sgt. Tom Cashion						X				
14. Gale Westover				X						

- *Other School Staff Roles:
 2. School Psychologist
 3. School Nurse
 12. Safety Plan Consultant

SCHOOL MISSION STATEMENT

Mountain View Elementary

EMERGENCY PREPAREDNESS

Mountain View's Emergency Preparedness purpose is to provide a functional, procedural framework for school staff and school emergency responders to follow when responding to emergencies in and around the school campus. It is intended to ensure as much as humanly possible the safety, security and medical treatment of school students, staff and visitors in an actual or threatened emergency or full-fledged disaster.

Mountain View's Emergency Preparedness goal is to prevent a potentially chaotic situation from escalating into a catastrophic event. To help those affected to return, as quickly as possible, to a normal level of functioning. To decrease the potential long-term effects of the crisis.

EDUCATION

Mountain View's purpose is to provide all of our children a rigorous standard-based curriculum and a strong work ethic needed for their success. In order to provide a positive educational environment, students are held to high standards academically and behaviorally. Mountain View is rich in its offering of traditional events and celebrations which surround students in a positive educational environment.

TEACHERS

Mountain View teachers are dedicated professionals who ensure that each child is educated to their fullest potential. Collectively, Mountain View teachers have 420 years of successful experience in teaching. In addition, parents play an integral part in working with teachers to support our educational environment which has resulted in Mountain View being referred to as the "family school".

STUDENT DATA SUMMARY

Mountain View Elementary

Data Source	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Suspension Rates	2%	4.29%	3.85%	6.1%	4.6%
Expulsion Rates	0	0	0	0	0
Attendance-General Ed./Resource Specialist	96.6%	95.6%	96.3%	96.5%	-
Attendance-Special Education	-	-	94.0%	92.0%	-
SART # of Referrals	1	1	1	1	-
SARB # of referrals	0	0	0	1	-
SARB # referred to Court	0	0	0	1	-
SST(number of referrals)	57	62	72	52	-
Coordinated Care Team (# of referrals)	0	0	17	13	-
Positive Behavior Team Referrals	0	0	2	2	-
Site Safety Survey	12	12	-	-	-
Vandalism Reports	4	3	3	3	-
School Accountability Report Card					
Ethnicity (Denoted percent of total student body)					
▪ Hispanic/Latino	22.2%	24.7%	24.7%	25.3%	25.18%
▪ Asian	10.2%	10.2%	10.2%	9.0%	9.05%
▪ Filipino	4.3%	4.3%	4.3%	5.9%	8.07%
▪ White	57.6%	54.4%	54.4%	54.3%	48.17%
▪ African American	4.2%	4%	3.5%	2.9%	5.87%
▪ Other	1.5%	2.4%	2.8%	2.6%	3.4%
▪ Socioeconomically Disadvantaged	-	-	-	32.8%	33%
▪ English Learners	-	-	-	18%	17%
▪ Students with Disabilities	-	-	-	18%	14%

STUDENT DATA SUMMARY page 2

Mountain View Elementary

Data Source	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Suspension Rates	4.0%				
Expulsion Rates	0				
Attendance-General Ed./Resource Specialist	374				
Attendance-Special Education	41				
SART # of Referrals	0				
SARB # of referrals	0				
SARB # referred to Court	0				
SST(number of referrals)	22				
Coordinated Care Team (# of referrals)	27				
Positive Behavior Team Referrals	0				
Site Safety Surveys	N/A				
Vandalism Reports	10				
School Accountability Report Card					
Ethnicity (Denoted percent of total student body)					
▪ Hispanic/Latino	26%				
▪ Asian	7.3%				
▪ Filipino	7%				
▪ White	48.4%				
▪ African American	5.3%				
▪ Other	6%				
▪ Socioeconomically Disadvantaged	34%				
▪ English Learners	16%				
▪ Students with Disabilities	16%				

*Site developed-see attached

STUDENT DATA SUMMARY

Mountain View Elementary

Conclusions from Data:

From our Mission statement, data review and, specifically, using our School Accountability Report Card (SARC), we determined the increase in our multicultural population has warranted a yearly staff in-service on cultural awareness and English as a Second Language learners.

Conclusions from Parent, Teacher and Student Input:

From our Teachers, Noon Supervisors, survey and school map, we concluded that our school safety and security could be improved.

SCHOOL DATA SUMMARY

Mountain View Elementary

School Data Summary	
<p><i>Data Sources Reviewed</i> Surveys, focus groups, discipline, and attendance SWISS.</p>	<p>School Accountability Report Card-Used to determine the ethnicity trend at Mountain View. School Site Map-Used to determine areas lacking safety and security. Parent Handbook-Used to review the following as it pertains to parents: attendance, arrival/dismissal, bicycles, and special programs. Surveys done as part of "Student Voices"-Used to survey fifth graders about concerns on campus. California Healthy Kids Survey-Used to review feedback and gain insight. School Safety Team Survey-to be administered April 2007-to gain insight as to thoughts of fourth and fifth grade students on school safety.</p>
<p><i>Areas of Pride and Strength:</i> School programs and practices that promote a positive learning environment</p>	<p>Single Plan for Student Achievement (SPSA)-Program coordinates the School Improvement Program (SIP), Resource Specialist/Designated Instructional Services (RS/DIS), Gifted and Talented Education (GATE) and English Language Development (ELD) Programs; Pat-on-the-Back Awards for students demonstrating Lifeskills (given by all staff); After-school Enrichment classes for students Grades 2-5; Spirit Award announced weekly for students wearing school colors; Principals Award for students achieving academic success; Lifeskills Program for students to learn valuable social skills; Language! Program for students; Study Hall for students to attain academic support; Instrumental Music for students; Performing Arts for students; Too Good for Drugs Program for Grade Five; Red Ribbon Activities for Grades Kindergarten through Five; Parent Faculty Club which includes a Bilingual Parent Coordinator; Mountain View Newsletter written monthly as a communication tool between home and school; Homework Assignment Log issued at start of year for Grades Three through Five as a home/school communication;</p>

School Data Summary

<p><i>Areas of Focus:</i> I. Social Climate II. Physical Environment</p>	<p>Mustang Folder issued for Grades Kindergarten through Second as a home/school communication; Back-to-School Nights hosted in September; Open House hosted in May; Computer Instruction for Grades One through Five; Parent Volunteers in classrooms and organize/facilitate PFC sponsored activities; Fluency Center for Grades One through Five; Art Room for Grades One through Five; Mustang Day in August/September to orientate new and returning students.</p> <p>Languages: Cultural Diversity and Multicultural Awareness School Site Safety: Entries and Exits and Visitors</p>
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Mountain View Elementary School Site Council

Minutes

Monday, April 12, 2010

Room B-6 2:30pm

Agenda Item	Time	Presenter	Action
Call To Order/Sign in	2:30pm	Diana DeMott	Recorder: Diana De Mott
Resignation	2:32	Diana DeMott	Jennifer Bamberger resigned via letter. Frances Izon was appointed to fill the term that Jennifer vacated.
Minutes of Previous Meeting	2:35	Diana DeMott	Approved as presented (Ayes 7, Noes 0).
Safety Plan	2:40	Diana DeMott	Approved as presented; signed off and sent to district. (Ayes 7, Noes 0).
Retention of Typist/Clerk and Computer Lab Assistant positions for 2010/2011 school year	3:00	Diana DeMott	In the event that Mtn. View's SLIBG funding is sufficient for the 2010-2011 school year, Mr. Collins moved that the following positions be retained/restored for the 2010-2011 school year: .30 Computer Instructional Assistant, and .25 Part-Time Clerical. Seconded by Ms. Gylock. (Ayes 7, Noes 0)
Other	3:10pm	Diana DeMott	\$138 was requested by the 1 st grade teachers, regarding the purchase of ELMOs and projectors. Site Council recommended that they approach the PFC for this funding, as Site Council has no access to funding for any equipment other than Computer Upkeep and no reference to purchase for technology is made from the SLIGB.

2009 - 2010 Members: Diana De Mott, **Patti Gylock**, **Terri Huston**, **Janet Cano**, **Tony Collins**, **Jennifer Bamberger**, Kathleen Bascom, Penny Gately, Chris McCoy, Sarah Becker (bold denotes 2nd year)

Present: Diana De Mott, Frances Izon, Sarah Becker, Kathleen Bascom, Tony Collins, Penny Gately, Patti Gylock

Absent: Janet Cano, Terri Huston, Chris McCoy, Jennifer Bamberger

Areas of Focus				
Component I The Social Climate People and Programs (Have at least one goal, objective and activity for each component)	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
Goal #1 Teachers will have in-service training relating to cultural diversity and multicultural awareness. Objective: By October 2009, 95% of Staff and Support Staff will have received in-service training. Activities: Staff In-service	Rachelle Cashion Bilingual Parent Coordinator	Completed	Model to sample training	Teacher Sign-In Sheet Teacher Feedback on Effectiveness
1.0 Looking at Data a. SARC- Plotting the changes on a graph b. Classroom Diversity- Teachers will graph/chart their classroom ethnicity	Rachelle Cashion	Yearly	SARC dating back 3 years	Generated graphs and charts
2.0 Cultural "Experts" a. Speakers enlighten on the uniqueness of their culture with a focus on school attitudes, home/school connection and parent involvement ideas.	Bilingual Parent Coordinator and Volunteers	Completed	Volunteers	See top box
3.0 Language a. Bridging the Gap-Brainstorm with Teachers to share/develop ideas like: peer/cross-age student translators, translating notes home, simplify lessons/assignments with pictographs, etc.	Rachelle Cashion	COMPLETED	Teachers	See top box

Areas of Focus				
Component II Physical Environment Place (Have at least one goal, objective and activity for each component)	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
<p>Goal #1</p> <p>To ensure school safety and security, there will be measures taken for student awareness and visitor/adult clarity of boundaries on school perimeter.</p> <p>Objective: By August 2009, 100% of painting and signage will be complete.</p> <p>By October 2009, all students will be advised of new paint line and consequences for crossing.</p> <p>Activities: 1.Paint New Line 2. New Signage on Fence 3. Assembly to Notify Students 4. Note to Parents detailing new rule</p> <p>1.0 Paint New Line</p> <p>a. Location: Parallel to playground fence at front of school, next to parking lot (see attached MAP).</p> <p>b. Color: RED</p> <p>2.0 New Signage on Fence</p> <p>a. Location: Playground fence at front of school, next to parking lot (facing to lot)</p> <p>b. Sign Stating: NO ADULT ACCESS TO PLAYGROUND, REPORT TO OFFICE (with arrow denoting direction of office)</p> <p>---See Continuation of Goal on Next Page---</p>	Diana DeMott, Principal	Completed-Used Measure C Budget for Painting Signage ordered	Define line and clarify details for sign from Noon Supervisors	See box below
	-----	-----	-----	-----
	District Principal	See top box	Red paint	Recess and Noon Supervisors will relay the functionality at staff meetings, track citations
	District Principal	See top box	Sign	See box above

Component II Physical Environment Place (Have at least one goal, objective and activity for each component)	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and evaluate
3.0 Assembly to Notify Students a. New Rule: Students are not allowed to cross the line to retrieve equipment from parking lot, to accept lunch, papers, etc from parents/adults and so on. b. If Students cross line, a citation will be issued.	Principal and Noon Supervisor			
4.0 Note to Parents Regarding New Rule a. Written in Mountain View Newsletter, Announced at Mustang Day, Teachers Announce at Back-to-School Night, Added to Parent Handbook	Principal, Jana Branscum, Jean Sabolevsky Teachers	Welcome Back Days-yearly (same for box above)	Reminder to staff, clerical (same for box above)	Track citations (same for box above)

Procedures for Safe Ingress and Egress of Pupils

Mountain View Elementary

Safe ingress and egress procedures of students, parents and school employees to and from school: (Ed Code 32282G)

STUDENTS

Ingress: Students are not to arrive any earlier than 7:35 AM, since there is no supervision until that time. Students are to report directly to the playground, and not loiter in hallways. Not permitted to walk/bike/cross through faculty parking lot. Not allowed on playground or in hallways until 7:35 AM. Crossing Guard positioned on Thornwood Drive for safe crossing of students. Supervision is provided at front of school. Bicycle riders can use the front gate entering the playground or the rear school entrance. Students are to walk bicycles once they reach either school entrance. Students must wear protective helmets when riding bikes to school. They may not ride bicycles through hallways at any time. Bicycles must be locked in the rack during school hours. Bicycles must be licensed with police department. Students who ride scooters to school are to fold them once they reach school grounds. They may not ride them through hallways at any time.

Egress: Students must leave the campus at dismissal time; they are not permitted to loiter in hallways after school. Crossing Guard positioned on Thornwood Drive for safe crossing of students. Supervision is provided at front of school.

PARENTS

Ingress: Parents bringing children to school by car may access faculty parking lot to drop off children in the “DROP OFF LANE”; Fourth and Fifth Grade Students monitor lot wearing vests.



Egress: Permitted to wait for child outside classroom door. Parents picking students up by car are not permitted to drive in faculty parking lot to pick up children; must be picked up at the curb on Thornwood Drive.

SCHOOL EMPLOYEES

Ingress: To arrive no later than 15 minutes prior to start of school to ease traffic/parking congestion. Greet students on playground to escort to classroom at start of school day.

Egress: Allowed to leave no earlier than 15 minutes after the end of the school day to ease traffic/parking congestion. Dismiss students from classroom at staggered times to ease hallway/parking congestion.

Mountain View Elementary

<p>Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i></p>	<p>Date of Public Hearing <u>April 12, 2010</u> The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:</p> <ul style="list-style-type: none"> ➤ Local Mayor ➤ Representative of the local school employee organization ➤ A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs ➤ A representative of each teacher organization at the school site ➤ A representative of the student body government ➤ All persons who have indicated they want to be notified
	<p>The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meetings:</p> <ul style="list-style-type: none"> ➤ A representative of the local churches ➤ Local civic leaders ➤ Local business organizations ➤ In order to ensure compliance with this article, each school District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i>
<p>Review of Progress for Last Year</p>	<p>Component Number 9 Completion Review Command Section to match assignments with ICS Chart Include Annual Plan Timeline and Identify Person(s) Responsible for implementing each item. Include Pages 11-16 in Section 9.</p>
<p>Law Enforcement review</p>	<p> Date: 4/12/10</p>
<p>Site Council Approval</p>	<p> Date: 4/12/10</p>
<p>School Board Approval</p>	<p>Date:</p>

**MOUNTAIN VIEW ELEMENTARY
1705 THORNWOOD DRIVE
CONCORD, CALIFORNIA 94521
(925)689-6450**

March 25, 2010

Mayor Guy S. Bjerke
1950 Parkside Drive
Concord, CA 94519

Dear Mayor Bjerke,

Each year California public schools are required to prepare and/or update a Comprehensive School Safety Plan per California Education Code Section 35294.1. The Comprehensive School Safety Plan shall include, but is not limited to, the following:

- Assessment of school crimes committed on school campuses and school related activities;
- Identification of appropriate strategies and programs that will ensure a high level of school safety;
- Child Abuse reporting procedures;
- Disaster procedures;
- Policies that lead to student suspension and/or expulsion;
- Procedures to notify teachers of dangerous students;
- Discrimination and Harassment policies;
- Provisions of a school-wide dress code that prohibits pupils from wearing “gang related” apparel;
- Procedures for safe ingress and egress of pupils;
- Assurance of a safe and orderly school environment conducive to learning;
- Rules and procedures regarding school discipline; and
- Hate crime reporting procedures.

Before the Comprehensive School Safety Plan is adopted, the School Site Council or the School Safety Planning Committee shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the school’s safety plan. The School Site Council or the School Safety Planning Committee shall notify, in writing, the following persons or entities, if available, of this public meeting:

- The local mayor;
- A representative of the school employee organization(s);
- A representative of each parent organization at the school site, including the parent/teacher association and parent/teacher clubs;
- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school’s public meeting at which the school safety plan will be adopted is **April 12, 2010**. The meeting will be an excellent opportunity for you to become familiar with the school’s safety plan and to provide input. Please contact me at rjcashion@innercite.com if you are planning to attend, or if you have questions regarding this matter.

Sincerely,

Rachelle Cashion
Safety Plan Coordinator

Mountain View Elementary Ingress of Students/Supervision

Morning

The students are supervised in the morning from 7:30 AM until 7:45 AM by a Yard Duty Supervisor that positions him/herself at the corner of the multi-use room, preventing children to enter the playground. Students are permitted from entering the school hallways prior to the “first bell” ringing at 7:35 AM, upon which time it is morning recess. At this time, students are encouraged to be on the playground until 7:45 AM when the next bell rings, indicating it is time to line up. On the playground, during this morning recess time, there is a teacher positioned near the play structure, as well as one positioned near the line-up area (closest to buildings/bathrooms. Separately, there is a teacher in the Kindergarten play area overseeing the structure and the ingress of students.

Noon/Lunch Recess Supervision

The students finish their lunch and are directed to the playground. They are not permitted in the hallways during lunch recess. As indicated on the next map, there are four Noon Supervisors that oversee the lunch recess. These supervisors are located in four areas where students are congested and require supervision, as well as where there is access to the playground from the parking lot.

Supervisor #1: Remains in the cafeteria until the fifth grade students leave after eating lunch.

Supervisor #2: Monitors the large lawn area, permitting students from playing behind the classrooms.

Supervisor #3: Monitors the playground asphalt, including the students bathrooms.

Supervisor #4: Monitors the play structure and the lawn area directly behind it, including the access to/from playground from parking lot.

INGRESS OF STUDENTS

Mountain View Elementary

YMCA
Daycare

P-5 Occupational Therapists F	P-6 Bearrows Speech and Conry ELD	P-7 Patton Inst. Music	P-8 Madsen Vocal Music
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P-9 Gold F	5th	P-10 Westover	5th
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Ernie & Tony's Room B	C-4 3 rd /4 th -5 th Laudenslager SDC	C-5 Hogan Res. Spec. F	C-6 Speech	C-7 3 rd Hasegawa
	C-3 Art Room	C-2 2 nd /3 rd Elliot	Brooks/Cardes Library	

D-6 Detention Room F BB	D-5 4 th Hadley	D-4 4 th Haymes
D-1 3 rd Jennings F	D-2 Lit Ctr Medical First Aid 2	D-3 Parkin Comp Lab F

School
Map

Supply Room BBB	A-4 2 nd Gately F	A-5 2 nd Sewell	Staff Lounge (Command Center)	Staff Workroom (Release Center)
	A-3 1 st Nattkemper F (RR A-F)	A-2 1 st Gold/ McNaughton (RR G-N)	A-1 Parent Info (Release Room O-Z)	Office F

BB B-6 Wilson Psychologist	B-5 3 rd Gylock F	B-4 Science Kits & Storage
B-1 Sensory Integration Room	B-2 1 st Cox F	B-3 2 nd /3 rd Xiromamos SDC

Bone, Yared
& Schaefer **F**
Cafeteria
**Medical
First Aid**

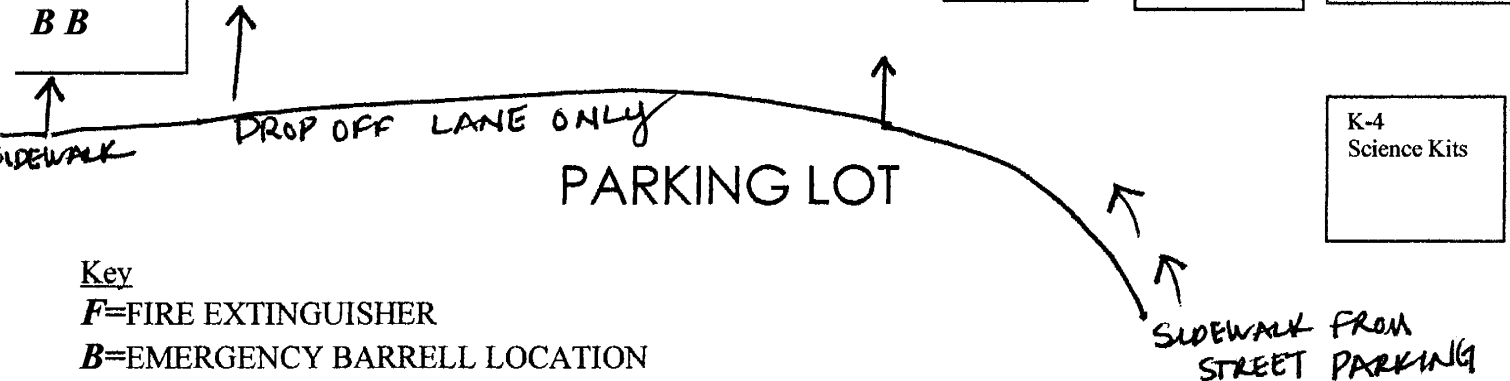
Kitchen
Staff Room
B B

K-1
K/1st/2nd
Huston
SH/SDC

K-2
Kdg
Perona
F

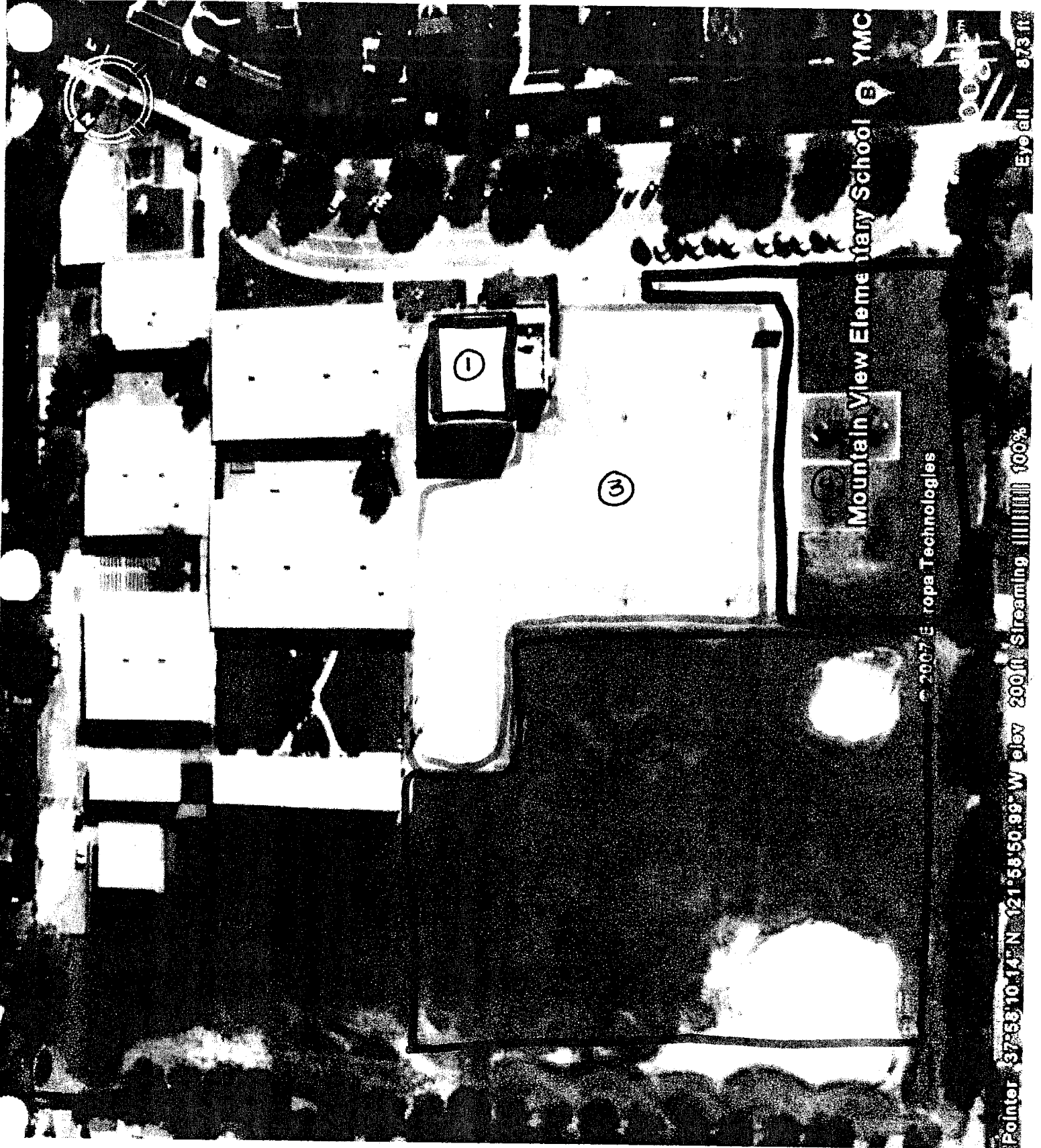
K-3
Kdg
Leal

K-4
Science Kits



Key
F=FIRE EXTINGUISHER
B=EMERGENCY BARRELL LOCATION
 In the event of an emergency, the underlined locations will become effective.

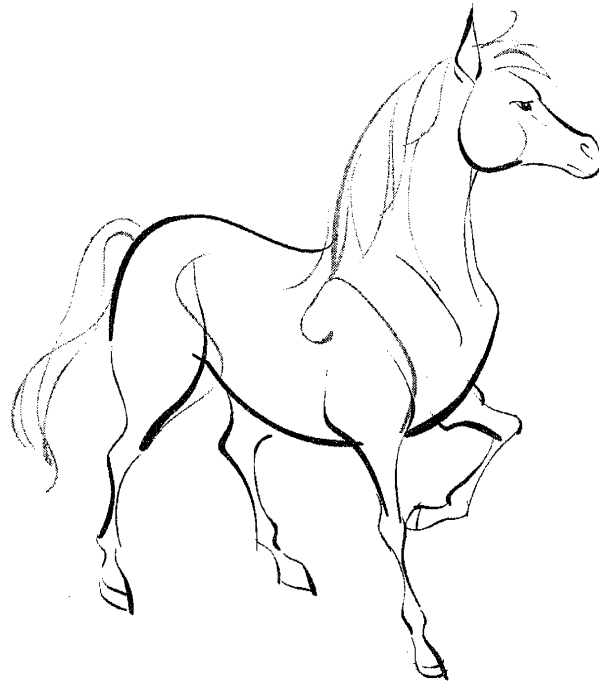
Mountain View Elementary
Playground Supervision



Mountain View Elementary School YMC

© 2007 Europa Technologies

Pointer 37°58'10.14" N 121°58'50.99" W elev 200ft Streaming ||||| 100% Eye alt 873 ft



**MOUNTAIN VIEW ELEMENTARY
PARENT HANDBOOK
2009 - 2010**

HOME OF THE MUSTANGS

Mountain View Elementary School
1705 Thornwood Drive, Concord, California 94521
Phone 689-6450 Fax 687-8622
Attendance Hotline 682-8000 x86302

WELCOME TO MOUNTAIN VIEW ELEMENTARY SCHOOL!

Our parent handbook is a convenient guide to Mountain View's programs, policies, and procedures. We encourage parents to review the handbook and keep it as a reference.

Diana De Mott
Principal

ACADEMIC PROGRAM

Mountain View Elementary School begins its 45th year this fall with a dedication to excellence in education. Our purpose is to guide our children through the 21st century with the academic and technological skills needed for their success. In order to promote a positive educational environment, students develop key life skills they will use with each other and in the community.

Mountain View Elementary is included in the Single Plan for Student Achievement (SPSA). This program coordinates the School Improvement Program (SIP), Resource Specialist/Designated Instructional Services (RS/DIS), the Gifted and Talented Education (GATE) Program, and the English Language Development Program.

STUDENT NOTEBOOKS AND FOLDERS

All students in grades 4/5 must have an assignment book (a donation of \$4.50 and accordion folders (a donation of \$6.50). Students in grades K-2 will need a Mtn. View folder (a donation of \$1.50). Both of these items may be purchased at school or on Mustang Day.

Each notebook and folder is to be brought to school daily so that information can be sent home to students and parents.

BACK-TO-SCHOOL NIGHT

Back-to-School Nights are held by grade level in the beginning of the school year. Parents meet with their child's teacher to learn about class activities and academic standards. Parents can review materials, curriculum, academic standards and grade level requirements. Monthly calendars sent in The Mountain View newsletter will have these dates.

OFFICE PROCEDURES

Telephone

The office telephone is a business phone. We do not allow students to use the telephone to check with parents if they want to go to a friend's house after school, etc. These arrangements need to be made at home prior to coming to school.

Early Release from School

If a student needs to leave school early, the parent or guardian must pick up the child from the office and sign a register. **Parents may not pick up a child from the classroom.**

School Visitors

For the safety of students and staff, all visitors must check in at the school office and get a visitor's pass. Any visitors, including parents, may not go to the classroom without first signing in at the school office. In special circumstances, parents may arrange with the teacher or principal to observe a class. Observations are limited to 20 minutes.

Confidential Student Records

Information contained in each child's cumulative record is confidential. The only persons with access to these records are school personnel and the student's parents or legal guardians. We will not release this information without the parent's written consent.

Volunteers

Our parent volunteers have directly affected Mountain View's academic success. We encourage and welcome parents to volunteer in many capacities. All volunteers must be fingerprinted by the District and provide proof a clear tuberculosis test. Please speak with our office staff for more information on this policy.

WATCH THE MONTHLY NEWSLETTER FOR IMPORTANT DATES!

Back to School Night - Wednesday, September 2nd

Spanish Bilingual Back to School Night - Wednesday, September 9th

Open House - Wednesday, April 14, 2010

STAR Testing - Monday, May 3rd to Wednesday, May 12th, 2010

DRESS CODE

Students must dress appropriately for school. Clothing that detracts from or inhibits the learning process is inappropriate. Clothing should be clean and promote the general appearance of the child. At Back-to-School Night in August, teachers will review appropriate dress for students.

Specific guidelines are:

- 1) Shoes must be worn at all times. They must be comfortable and permit a student to safely and effectively participate in all school activities. Thongs, flip-flops, open-toed or plastic sandals, "jellies", shoes with wheels on them, and high heels are not allowed.
- 2) No "baggy" oversized pants that hang inappropriately are allowed.
- 3) See-through clothing, bare midriffs, tight clothing, and tops with thin straps or that are low cut are not allowed. The straps on tank tops must be 3 inches wide.

- 4) Shorts are allowed if the pant leg is long enough to reach the end of the child's fingertips.
- 5) If short dresses are worn, shorts or tights should be worn under the dress.
- 6) Cut-offs are not allowed.
- 7) Offensive messages and/or pictures on clothing are not allowed.
- 8) Appropriately worn shoes and clothing are a necessity for P.E.
- 9) Hats and hoods may not be worn inside the school buildings and may not be worn backwards at any time.
- 10) No roller shoes are allowed.
- 11) Hair color or hair cuts that cause a disruption to the educational environment will not be allowed. This includes Mohawks, shaved patterns, and colors other than what occur naturally.
- 12) Low cut jeans that are not fully covered by a t-shirt are not allowed.
- 13) Wallets are discouraged; chains are forbidden.

The above guidelines also apply to co-curricular and extra-curricular activities, i.e: concert performances, field trips, etc.

If a child wears clothing that is not appropriate, the child may receive a citation or the parent may be called to bring different clothing to school. If the problem is not serious, a staff member will counsel the student not to wear the clothing in question in the future.

SCHOOL ARRIVAL/DISMISSAL

Arrival

- 1) Students are to arrive at school no earlier than 7:35, since there is no supervision until that time.
- 2) Students arriving by car may be dropped off in the drive-thru lane. **Private autos may not park in the parking lot.**
- 3) Students and parents must not walk through the parking lot.
- 4) Students should report directly to the playground.
- 5) Tardy students are to report directly to the office.

Dismissal

- 1) **Students must leave the campus at dismissal.** They may not return until after 5:00 p.m. and must be accompanied by an adult. They may return for after school activities. Students may not wait on campus for brothers and sisters and after school events unless the activities begin at dismissal time.
- 2) Students leaving by car must be picked up at the curb on Thornwood Drive or on the various side streets off of Thornwood Drive. **Private autos may not use the parking lot.**

BICYCLES AND SCOOTERS

Bicycle riders can use the front gate entering the playground or the rear school entrance. Students are to walk bicycles once they reach the school gate. Per State Law - All students must wear helmets if bikes are brought to school. They may not ride bicycles through school corridors at any time. They must lock bicycles in the rack during school hours, as the school is not responsible for bicycles. All bicycles must be licensed with the Concord Police Department.

Children who ride scooters to school are to fold them once they reach the school grounds. They may not ride scooters through school corridors at any time. The school is not responsible for scooters.

DOGS

Dogs are not allowed on campus from 7am to 4pm.

ATTENDANCE

Regular daily attendance is extremely important for every child and is also required by law (Education Code 12101). Missed instruction from Kindergarten through Fifth grade can never be duplicated; the student's learning is affected even when the written work is made up. In addition to the student's loss of instruction, the school loses state funds for each absence.

The school will send home a letter when absences become excessive. If a student has too many absences due to illness, we will request a doctor's verification for each absence.

We will refer students who continue to be absent to the School Attendance Review Team.

A teacher and parent may agree upon an Independent Study program for a student who will miss five or more days for reasons other than illness.

Attendance Hotline

We have an Attendance Hotline that parents must use to notify the school, within 72 hours, on days when their child will be late or absent. A call will not be made to the home to confirm the absence, as this is the responsibility of the parent. The Hotline number is 682-8000 x86302. You may also notify the Office Manager by e-mail at branscumj@mdusd.k12.ca.us.

Tardiness

Students who arrive at school after the second bell are considered tardy. Tardy students should report directly to the office. Only doctor or dental appointments are "excused" reasons for being tardy. Sleeping late or having a flat tire will NOT be excused.

Promptness is very important for students. They are at a disadvantage when they arrive late and have missed instruction. It also disturbs the teacher and other students when a student interrupts by entering late.

Should a student receive 3 tardy citations in one Trimester, they will serve an after school detention. Subsequent tardies will earn more detentions.

Home/Hospital Instruction

Home instruction is available if a student's medical condition will require an absence of two or more weeks. A physician must verify such an absence in writing. A credentialed teacher will work out a home-lesson schedule with the student's teacher and individual instruction will be provided each week. A responsible adult must be at home whenever the home teacher is present. Contact the office to apply for this service.

LUNCH AND SNACKS

- 1) Students should bring a nutritious lunch from home or plan to purchase a lunch at school. Milk is available separately.
- 2) Students may bring snacks to school. Snacks may be eaten during a.m. recess only in designated snack areas. Large bags of snacks are not allowed; single-size bags only.
- 3) Gum and candy are not considered nutritious snacks.
- 4) Students should not bring more than a dollar for buying snacks.
- 5) Soda cans are not allowed.
- 6) Applications for free or price-reduced lunches are available in the school office for families that qualify.

MATERIALS/EQUIPMENT

Students and parents are responsible for the careful use and return of all class books, library books, balls, etc.

When a problem arises, the following procedure will be used:

- 1) The student will be notified of the failure to use materials or equipment properly and asked for its return.
- 2) The student and/or parents will have an opportunity to explain the reason for the improper use of materials or equipment.
- 3) If the materials are not returned/replaced, we will withhold the student's report card and yearbook until the item is returned or payment is made.

Students are not allowed to bring electronic games, radios, iPods, MP3 players, cell phones and other similar equipment to school. Cell phones must remain in the child's backpack **TURNED OFF** and may not be used until they are off the campus at the end of the school day. Personal footballs, kickballs, roller blades, skateboards, tennis balls, etc. are to remain at home. Should a student bring any of these items to school, it will be confiscated until a parent comes in to retrieve it.

STUDENT PLACEMENT

Kindergarten through Fifth Grade

The criteria used in placing students include:

- 1) Number of students
- 2) Numbers of boys/girls
- 3) Students involved in special programs (ELL, Special Ed., GATE, etc.)
- 4) Academic balance
- 5) Student behaviors
- 6) Separation of some students
- 7) Teacher information

- 8) Principal placement
- 9) Parent information

Parents can fill out a form in the Spring, giving information they feel is pertinent to their student's placement. It is called the Student Information sheet. Availability dates are announced in the school newsletter. Any special needs should be included. Requests for a particular teacher are not possible.

STUDENT PLACEMENT

Kindergarten Students

When possible, we screen Kindergartners to determine readiness prior to the beginning of school. Screening is done during pre-registration in the Spring. Using this information, we place students in classes so there is a balance in each class.

STUDENT CONDUCT AND DISCIPLINE

All students are expected to understand and strictly follow school rules, standards of acceptable behavior, and complete class work and homework assignments. Self-discipline and personal responsibility are required.

The Principal discusses school rules, standards for behavior, classroom rules, and Lifeskills at the beginning of the school year and reviews them as needed. Classroom teachers will also give this information to students and parents at Back-to-School Night. New students will receive this information upon enrollment.

Mustang Money

Good behavior is recognized with Mustang Money. Students collect Mustang Dollars and purchase a variety of prizes, on Friday afternoons in the school office.

Citations

A citation is issued when minor violations of school and class expectations occur. All members of the staff may issue citations. (Parents will be sent a copy of the citation via the student at the time the violation occurs.)

Detention

Students are assigned to serve detention for repeated misbehavior at school or for a major violation of school rules. Detention is scheduled once a week (on Thursdays). Parents are notified before the scheduled detention. The detention time is 40 minutes for primary grade students and 50 minutes for upper grade students. Students are expected to serve detention. Detention time is doubled if a student fails to serve a scheduled detention.

Detentions are assigned if:

- 1) A student is cited for more than three minor school rule violations.
- 2) A student is cited for a major school rule violation.

Major Violations are:

- a) Fighting or the physical abuse of others.

- b) Being disrespectful.
 - c) Throwing dangerous objects.
 - d) Abusing or destroying property.
 - e) Using profanity or vulgarity.
 - f) Continuing with a recently repeated offense.
 - g) Disrupting school and class activities.
- 3) For every 3 unexcused tardies in a semester.

Students who receive more than three detentions are subject to suspension if improvement in behavior is not noted. Suspensions will occur for major offenses such as fighting, attacks on staff, and other offenses listed in the district's "Student Conduct and Discipline Policy."

Policy Regarding Sexual Harassment

The Mtn. View policy for students is as follows: No gender-related or other name calling, offensive language, vulgar words or gestures. This includes inappropriate written notes, jokes, and/or pictures. There will be respect for individual privacy and bathroom use; inappropriate and unwanted touching will not be tolerated. Students who violate this policy will be subject to disciplinary actions as described in the Discipline Policy.

Due Process

If there is a question regarding a disciplinary action, the parent should contact the person responsible for the action. If this attempt to clarify and to reach an understanding is not successful, the parent may contact the principal.

A copy of Mount Diablo Unified School District's "Student Conduct and Discipline Policy" is distributed to all parents each fall. The booklet describes the rights and responsibilities of students, teachers, parents, and administrators.

HOMEWORK

Homework is an important tool in promoting academic success. It reinforces classroom studies and promotes home study skills. The staff has developed a homework program that extends the classroom instruction. Each grade level will provide their homework policy at Back To School Night.

REPORTING TO PARENTS

At the end of the first report period parent/teacher conferences will be held. These conferences will be scheduled in late November/early December. Parents may request other special conferences on an as-needed basis by making an appointment with the teacher at a mutually convenient time. Teachers may also request additional conferences.

If a child in grades 1st thru 5th is failing in any subject area, the teacher will notify parents before the end of the report period via a progress note. This allows parents to provide additional support for the child at home. Such notice is made early enough to improve the risk of the student being retained.

DAILY SCHEDULE

Monday-Tuesday-Thursday-Friday

Kindergarten	Early Slip	7:45am - 11:50am
	Late Slip	9:30am - 1:30pm
		11:00am - 11:40am Lunch
Grades 1-5.....		7:45am - 2:20pm
	1st Grade	11:20am - 12:00pm Lunch
	2nd Grade	11:30am - 12:10pm Lunch
	3rd Grade	11:40am - 12:20pm Lunch
	4th Grade	11:50am - 12:30pm Lunch
	5th Grade	12:00pm - 12:40pm Lunch

Wednesday

Kindergarten.....	Same as above (No change)
Grades 1-5.....	7:45 - 1:00
	Lunch ends 10 minutes earlier than noted above

HEALTH SERVICES

Home Injuries

The school cannot treat injuries received at home or change bandages on previous injuries. We are allowed only to provide first aid, which is "immediate assistance to prevent further injury." Parents are responsible for follow-up and further treatment.

First Aid and Earthquake

Each classroom is equipped with a first aid and earthquake kit. Classroom teachers treat minor injuries whenever possible. Teachers or yard supervisors refer serious cases to the office. Students are to promptly report any injuries to their teacher.

Emergency Information

The school must have on file current emergency information for every student. We need the names, addresses, and telephone numbers of two persons we can contact locally in case parents cannot be reached. Keep this information current; notify the office of any changes in employment, addresses, telephones, etc. There is a separate emergency card (kept in the classroom) in the event we need to release students.

Immunizations and Physical Examinations

Contact the office regarding the California law on required immunizations for newly enrolled students and physicals for first grade students.

School Health Services

Nursing services are limited to vision and hearing screening of selected students.

Medication

Students who need to take any medication at school must have a District medication form filled out and signed by their physician. All medications are kept locked in the Dispensary. Medication distribution is supervised by an adult.

SPECIAL SCHOOL PROGRAMS

In addition to the classroom program, all students may participate in special school programs including:

Instrumental Music. Students in fifth grade may sign up for the instrumental music program. School concerts are scheduled at least twice a year. All third grade students receive song flute instruction.

Special Education. Special Education programs are available for students with identified special instructional needs. A Student Study Team (SST) process and a student assessment precedes placement in these programs. Parent permission is required for assessment and for placement. Special Education students have access to all extra-curricular and co-curricular activities.

Gifted and Talented Education Program. Students who qualify by meeting criteria in either high achievement or high intellectual ability may participate in the Gifted and Talented Education Program (GATE). Differentiated Instructional strategies to support GATE students in the classroom is provided.

Computer Lab. All classrooms have access to computer technology.

Library. Our library has an excellent collection of materials. The Librarian facilitates instruction in utilizing and locating library materials. Students may use the library either with a class or individually. There is also a multi-media Technology Center for use by staff and students in the Library.

Independent Study. If a student will be out of school for five or more days, for reasons other than illness, the student's teacher and parent should complete an Independent Study program. The teacher needs at least three days notice to prepare materials.

Support Programs. A Speech Therapist and Occupational Therapist are available for students who meet the criteria.

Vocal Music Program. Students in grades 1st through 5th receive one half hour of vocal music each week. A Musical Program is performed each year for interested 4th and 5th grade students.

Fluency Center. Students who experience difficulty with reading fluency and/or comprehension receive daily support through the Read Naturally program. Teachers assess students and recommend them for this program.

MOUNTAIN VIEW ELEMENTARY STAFF
2009 - 2010

MRS. DIANA DEMOTT	PRINCIPAL	
MRS. JANA BRANSCUM	OFFICE MANAGER	
MRS. JEAN SABOLEVSKY	SECRETARY	
MR. BOB BILES	DAY CUSTODIAN	
MR. ANTONIO PANESA	NIGHT CUSTODIAN	
MRS. TERRI HUSTON	KINDERGARTEN/FIRST SDC	K-1
MRS. CHRIS McCOY	INSTRUCTIONAL ASSISTANT	K-1
MRS. DENISE BRUNAMONTI	INSTRUCTIONAL ASSISTANT	K-1
MRS. JILL CHOI	INSTRUCTIONAL ASSISTANT	K-1
MRS. DESEREE BRANSCUM	INSTRUCTIONAL ASSISTANT	K-1
MRS. KENDRA LEAL	KINDERGARTEN	K-3
MRS. NATALIE GOLD AND	KINDERGARTEN	K-2
MRS. EILEEN MCNAUGHTON		
MRS. KATHY NATTKEMPER	FIRST GRADE	A-3
MS. CAROL COX	FIRST GRADE	B-2
MRS. PENNY GATELY	SECOND GRADE	A-4
MRS. SUSAN SEWELL	SECOND GRADE	A-5
MRS. PATRICIA GYLOCK	THIRD GRADE	B-5
MRS. ALYSON JENNINGS	THIRD GRADE	D-1
MRS. PAM XIROMAMOS	SDC (GRADES K-3)	B-3
MRS. NINA BILLET	INSTRUCTIONAL ASSISTANT	B-3
MRS. CHRISTIANE HADLEY	FOURTH GRADE	D-5
MR. SAM GOLD	FOURTH GRADE	P-9
MR. GALE WESTOVER	FIFTH GRADE	P-10
MRS. SANDY CODINGTON	FIFTH GRADE	C-7
MS. DAWN LAUDENSLAGER	SDC (GR.4-5)	C-4
MRS. KRIS FousHA	INSTRUCTIONAL ASSISTANT	C-4
MRS. FARIDEH RAHBAR	INSTRUCTIONAL ASSISTANT	c-4
MRS. JOHANNA HOGAN	RESOURCE SPECIALIST	C-5
MRS. CINDY DALY	INSTRUCTIONAL ASSISTANT	C-5
MS. JANET GAY	LIBRARIAN	
Tba	INSTRUCTIONAL MEDIA ASSISTANT	
MRS. JUDY BEARROWS	SPEECH THERAPIST	P-6
MS. LISA WOODFIN	OCCUPATIONAL THERAPIST	P-5
MRS. KICKAN WILSON	PSYCHOLOGIST	B-6
MR. BRUCE SAXTON	INSTRUMENTAL MUSIC	P-7
MRS. PAM MADSEN	VOCAL MUSIC	P-8
MRS. TRINA BONE	FOOD SERVICE MGR.	
MRS. TAMMY YARED	FOOD SERVICE ASST.	
MRS. CHARLENE SCHAEFER	FOOD SERVICE ASST.	
MS. CHRISTINE SUESS	SCHOOL NURSE	
MR. JEFF KEHR	P.E. INSTRUCTOR	
MR. JEFF LOUTZENHISER	ADAPTIVE P.E.	
MRS. JULIE CASHMAN	CAMPUS SUPERVISOR	

VOLUNTEERS

We welcome all volunteers! Parents, grandparents, high school students, and Mountain View students help in classrooms and the office. They also make possible extended Library hours, Art instruction and the Literacy Center. Our active Parents Club provides programs and materials not otherwise possible. Their fundraisers such as the Carnival and Fall Fundraiser promote the school spirit that is a hallmark of Mountain View. The club welcomes parents to its board meetings the second Wednesday evening of each month.

2009-2010 Parent Club Board Members

Executive Board:

President	Sonja Neal	429-3871	nordlies@yahoo.com
	Christine		
Vice-President	Hernandez	685-8611	jbh1@comcast.net
Secretary	LaDawn Gregory	687-5104	ladawn75@sbcglobal.net
Treasurer	Chris Santa Maria	395-3023	scmaria@alpine-investors.com
Co-Treasurer	Lori Riddle	349-5346	Lori.Riddle@MorganStanley.com

Committee Chairs:

Assemblies	Kathleen Bascom	798-3527	teambascom@astound.net
Bilingual Coordinator	Alicia Rodriguez	825-7373	alicia@holdytours.com
Box Tops	Alicia Rodriguez	825-7373	alicia@holdytours.com
District Liaison			
e-scrip	Frances Izon	348-3858	frances@lacasaizon.com
Earthquake Preparedness	Cristina Hubbard	969-7830	
Faculty Representative			
Faculty Representative			
Fluency Center Coordinator			
Fundraising	Kelly Warnke	899-7859	kelwarn@sbcglobal.net
Hospitality	Emily Johnwon	363-7842	emilyjohnson@yahoo.com
	Laura Nausin	825-2505	
Library Services Coordinator			
Membership Chairman			
Mustang Day Coordinator	Merica Fink	<u>429-0326</u>	mericafink@mac.com
Newsletter	Camellia Wirig	849-4055	cbruce@gmail.com
Open House			
Parliamentarian			
Plastic Bag Recycling	LaDawn Gregory	687-5104	ladawn75@sbcglobal.net
Red Ribbon Day	Cristina Hubbard	969-7830	
Room Parent Coordinator			
Safety Chairman			
Scholarship	May Patel	864-1228	
Special Events (Carnival)	Greg Chan &	685-1749	
	Monty Santa Maria	914-7517	monty39@sbcglobal.net
T-shirts	Mike Ellis	676-8428	meellis@mmm.com
Volunteer Coordinator	Minna Banuelos	825-6393	mexifin@aol.com
Workroom	LaDawn Gregory	687-5104	ladawn75@sbcglobal.net
Yearbook	Leigh Ellis	676-8428	

Approved by Board: 3/24/09

MT. DIABLO UNIFIED SCHOOL DISTRICT

2009-2010 SCHOOL YEAR

School (Statistical) Month	N = New Teacher Orientation T = Work Day, All Teachers					B = Board Holiday L = Legal Holiday R = School Recess			Non-Teaching Days			Teaching Days	HOLIDAYS & REPORT PERIODS
	Mon.	Tues.	Wed.	Thurs.	Fri.	N	T	BLR					
August 17 Thru September 4	17 24(N) 31	18 25(N) 1	19 26(T) 2	20 27(T) 3	21 28(T) 4	2	3				5	August 24, 25 - New Teacher Orientation August 26, 27, 28 - All Teacher Workdays August 31 - First Student Day	
<u>FIRST</u> September 7 Thru October 2	7(L) 14 21 28	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2						19	Sept. 7 - Labor Day	
<u>SECOND</u> October 5 Thru October 30	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30						20	Oct. 30 - End 1 st Quarter 44 Teaching Days (Grades 6-12)	
<u>THIRD</u> November 2 Thru November 27	2 9 16 23(R)	3 10 17 24(R)	4 11(L) 18 25(R)	5 12 19 26(L)	6 13 20 27(B)						14	Nov. 11 - Veteran's Day Nov. 20 - End 1 st Trimester 58 Teaching Days (Grades K-5) Nov. 23-25 - School Recess Nov. 26 - Thanksgiving Nov. 27 - Board Holiday	
<u>FOURTH</u> November 30 Thru January 1	30 7 14 21(R) 28(R)	1 8 15 22(R) 29(R)	2 9 16 23(R) 30(R)	3 10 17 24(R) 31(R)	4 11 18 25(L) 1(L)						15	Dec. 21 - Jan. 1 - Winter Recess Dec. 25 - Legal Holiday Jan. 1 - Legal Holiday	
<u>FIFTH</u> January 4 Thru January 29	4 11 18(L) 25	5 12 19 26	6 13 20 27	7 14 21 28	8 15 22 29						19	Jan. 18 - Martin Luther King, Jr. Day Jan. 29 - End 2 nd Quarter 48 Teaching Days (Grades 6-12) Jan. 29 - End 1 st Semester 92 Teaching Days (Grades 6-12)	
<u>SIXTH</u> February 1 Thru February 26	1 8(L) 15(L) 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26						18	Feb. 8 - Lincoln's Birthday Feb. 15 - President's Day	
<u>SEVENTH</u> March 1 Thru April 2	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31	4 11 18 25 1	5 12 19 26 2						25	March 12 - End 2 nd Trimester 62 Teaching Days (Grades K-5) April 2 nd - End 3 rd Quarter 43 Teaching Days (Grades 6-12)	
<u>EIGHTH</u> April 5 Thru April 30	5(B) 12 19 26	6(R) 13 20 27	7(R) 14 21 28	8(R) 15 22 29	9(R) 16 23 30						15	April 5 - 9 - Spring Recess (after Easter Sunday) April 5 - Board Holiday	
<u>NINTH</u> May 3 Thru May 28	3 10 17 24	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28						20	May 31 - Memorial Day	
<u>TENTH</u> May 31 Thru June 18	31(L) 7 14	1 8 15	2 9 16	3 10 17	4 11 18						10	June 14 - Last Day of School June 14 - End 4 th Quarter 45 Teaching Days (Grades 6-12) June 14 - End 3 rd Trimester 60 Teaching Days (Grades K-5) June 14 - End 2 nd Semester 88 Teaching Days (Grades 6-12)	
TOTALS						2	3				180		

1st Semester: 92 Teaching Days
2nd Semester: 88 Teaching Days

Total NEW Teachers' Work Days: 185
Total RETURNING Teachers' Work Days: 183

NOTE: All certificated teaching personnel NEW to the District are required to report for orientation on August 24 and August 25. All NEW and RETURNING certificated teaching personnel are required to report for pre-school Work Days on August 26, August 27 and August 28, 2009.

REMEMBER THE
MOUNTAIN VIEW

MOTTO:

BE NICE

AND

WORK

HARD!

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

Executive Summary School Accountability Report Card, 2007-08

Mountain View Elementary School

Address: 1705 Thornwood Dr. , Concord CA 94521-1999

Phone: 925-689-6450

Principal: Diana De Mott

Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2007-08 school year, except the School Finances and School Completion data that are reported for the 2006-07 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Mountain View's purpose is to provide all of our children a rigorous standards-based curriculum and instill a strong work ethic needed for their success. In order to provide a safe, positive educational environment, students are held to high standards academically and behaviorally. Our Spring 2008 STAR test score of 812 can attest to the dedication of the students, staff and families.

Mountain View teachers are dedicated professionals who ensure that each child is educated to their fullest potential. All of Mountain View's teachers are Highly Qualified, and we enjoy a high staff retention level. We are well known for our focus on Special Needs students, and have the only Sensory Integration Room in the district.

In addition, parents play an integral part in working with teachers to support the traditions that have been celebrated for generations. No wonder Mountain View is referred to as the "family school!"

Student Enrollment

Group	Percent
African American	5.87 %
American Indian or Alaska Native	1.96 %
Asian	9.05 %
Filipino	8.07 %
Hispanic or Latino	25.18 %
Pacific Islander	1.47 %
White (not Hispanic)	48.17 %
Multiple or No Response	0.24 %
Socioeconomically Disadvantaged	33 %
English Learners	17 %
Students with Disabilities	14 %
Total Number of students	409

Teachers

Indicator	Teachers
Teachers with full credential	21

Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0

School Facilities

Summary of Most Recent Site Inspection

Site inspection revealed that the site enjoyed a satisfactory level of facility repair.

Repairs Needed

A minor flooring problem was identified, as well as a minor playground tripping hazard. All identified problems have been repaired.

Corrective Actions Taken or Planned

The entire turf area was replaced/renovated during 2008.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0.0%
Mathematics	0.0%
Science	0.0%
History-Social Science	0.0%
Visual and Performing Arts	0.0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$3,880.83
District	\$882.87
State	\$5,300

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	51%
Mathematics	66%
Science	48%
History-Social Science	

Academic Progress

Indicator	Result
2008 Growth API Score (from 2008 Growth API Report)	812
Statewide Rank (from 2007 Base API Report)	6
2008-09 Program Improvement Status (PI Year)	

2007-08 School Accountability Report Card Report (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the SARC Web site. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2008-09)

This section provides the schools contact information.

School		District	
School Name	Mountain View Elementary	District Name	Mt. Diablo Unified
Street	1705 Thornwood Dr.	Phone Number	925-682-8000
City, State, Zip	Concord , CA 94521-1999	Web Site	www.mdusd.k12.ca.us
Phone Number	925-689-6450	Superintendent	Gary McHenry
Principal	Diana De Mott	E-mail Address	bergs@mdusd.k12.ca.us
E-mail Address	demottd@mdusd.k12.ca.us	CDS Code	07-61754-6004170

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school's goals and programs.

Mountain View's purpose is to provide all of our children a rigorous standards-based curriculum and a strong work ethic needed for their success. In order to provide a safe, positive educational environment, students are held to high standards academically and behaviorally. Our Spring 2008 STAR test score of 812 can attest to the dedication of the students, staff and families.

Mountain View teachers are dedicated professionals who ensure that each child is educated to their fullest potential. All of Mountain View's teachers are Highly Qualified, and we enjoy a high staff retention level. We are well-known for our focus on Special Needs students, and have the only Sensory Integration Room in the district.

In addition, parents play an integral part in working with teachers to support the traditions that have been celebrated for generations. No wonder Mountain View is referred to as the "family school!"

Opportunities for Parental Involvement (School Year 2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Mountain View has a strong base of parent volunteers that provide support throughout the school. The Parent Faculty Club (PFC) is very active and has an important role in the success of our school. Volunteers organize and participate in the following PFC-sponsored activities: An annual carnival, Book Fair, Library events, Mustang Day, Science Fair, teacher workroom, yearbook, hearing and vision screening, and Picture Day.

Volunteers work in the classrooms on a daily basis. They participate in the governance of the school by serving on the School Site Council. A core group of volunteers serve as tutors in the Literacy Center to improve reading fluency for over 50 of Mountain View's students. Volunteers also serve on the Safety Committee, which helps to coordinate the activities and drills related to the school's Comprehensive School Safety Plan.

The PFC fundraising generously provided 34 brand new computers for our Computer Lab that is enjoyed by our students and 26 computers and printers for teachers and staff.

Student Enrollment by Grade Level (School Year 2007-08)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	73
Grade 1	62
Grade 2	66
Grade 3	71
Grade 4	65
Grade 5	72
Ungraded Elementary	0
Total Enrollment	409

Student Enrollment by Group (School Year 2007-08)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	5.87 %
American Indian or Alaska Native	1.96 %
Asian	9.05 %
Filipino	8.07 %
Hispanic or Latino	25.18 %
Pacific Islander	1.47 %
White (not Hispanic)	48.17 %
Multiple or No Response	0.24 %
Socioeconomically Disadvantaged	33 %
English Learners	17 %
Students with Disabilities	14 %

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2005-06		2006-07		2007-08	
	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms	Avg. Class Size	Number of Classrooms

		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32.0		2		27.5		2		32.0		3.0	
1	20.0	3			20.0	3			19.3	4.0		
2	20.3	2	2		20.0	4			19.0	3.0		
3	17.8	4			20.0	3			19.7	3.0		
4	34.0			2	34.0			2	29.5		2.0	
5	33.5			2	30.7		3					
6												
K-3					18.0	1			13.0	2.0		
3-4												
4-8	31.0		1									
Other												

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Mountain View has an extensive school safety plan that includes crisis response, emergency procedures, and organization during a major emergency, emergency conditions, and emergency supplies. Fire and earthquake drills are held monthly. Intruder alert drills are held to train staff and students in case of an emergency. A committee including the principal, parents, and teachers review the School Safety Plan annually.

Other means of ensuring student and staff safety include the following: School yard walkie-talkies, use of safety vests for crossing guards, Crisis Plan Chain of command and emergency centers, neighborhood safe home plan, 24 hour security as needed, neighborhood block leaders, and security badges for staff and visitors.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	2.3	6.1	4.6	10.6	11.4	14.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2

IV. School Facilities

Facility Conditions and Planned Improvements (School Year 2008-09)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Additionally, the District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (School Year 2008-09)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status (School Year 2008-09)

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		Good		

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the [DataQuest Web site](#).

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	21	21	21	1646
Without Full Credential	1	1	1	138
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the

number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	3	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the [NCLB Web site](#).

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	94.7	5.3
All Schools in District	92.5	7.5
High-Poverty Schools in District	83.6	16.4
Low-Poverty Schools in District	93.1	6.9

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials				Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials	
Reading/Language Arts		SBE Adopted 2002/MDUSD Adopted 2003		# Students	# Books	0.0%
	K	Houghton Mifflin Reading California	Houghton Mifflin	60	65	
	1	Houghton Mifflin Reading California	Houghton Mifflin	70	75	
	2	Houghton Mifflin Reading California	Houghton Mifflin	59	65	
	3	Houghton Mifflin Reading California	Houghton Mifflin	74	80	
	4	Houghton Mifflin Reading California	Houghton Mifflin	66	75	
	5	Houghton Mifflin Reading California	Houghton Mifflin	67	75	
Mathematics		SBE Adopted 2001/MDUSD Adopted 2001		# Students	# Books	0.0%
	K	Houghton Mifflin Mathematics	Houghton Mifflin	60	72	
	1	Houghton Mifflin Mathematics	Houghton Mifflin	70	75	
	2	Houghton Mifflin Mathematics	Houghton Mifflin	59	65	
	3	Houghton Mifflin Mathematics	Houghton Mifflin	74	80	
	4	Houghton Mifflin Mathematics	Houghton Mifflin	66	75	
	5	Houghton Mifflin Mathematics	Houghton Mifflin	67	75	
Science		SBE Adopted 2007		# Students	# Books	0.0%
	K	California Science	Macmillian/McGraw-Hill	60	65	
	1	California Science	Macmillian/McGraw-Hill	70	75	
	2	California Science	Macmillian/McGraw-Hill	59	65	
	3	California Science	Macmillian/McGraw-Hill	74	77	
	4	California Science	Macmillian/McGraw-Hill	66	69	
	5	California Science	Macmillian/McGraw-Hill	67	70	
History-Social Science		SBE Adopted 2005/MDUSD Adopted 2006		# Students	# Books	0.0%
	K	California Reflections 2006	Harcourt Brace	60	65	
	1	California Reflections 2006	Harcourt Brace	70	75	
	2	California Reflections 2006	Harcourt Brace	59	65	
	3	California Reflections 2006	Harcourt Brace	74	80	
	4	California Reflections 2006	Harcourt Brace	66	75	
	5	California Reflections 2006	Harcourt Brace	67	75	

Visual and Performing Arts				# Students	# Books	
	2	Silver Burdett Making Music	Scott Foresman	59	25	Only need one class set (20 students/class)
	3	Silver Burdett Making Music	Scott Foresman			
	5	Silver Burdett Making Music	Scott Foresman	67	35	Only need one class set (34 students/class)

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the [Current Expense of Education](#) Web page and teacher salaries can be found on the [Certificated Salaries and Benefites](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,763.70	\$882.87	\$3,880.83	\$68,359.79
District	N/A	N/A	\$3,943.71	\$60400
Percent Difference – School Site and District	N/A	N/A	-1.59%	11.64%
State	N/A	N/A	\$5300	\$65008
Percent Difference – School Site and State	N/A	N/A	-21.49%	4.90%

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Funded services include Gifted and Talented, Special Education, English Language Development, Library, Vocal and Instrumental Music, Psychologist, Speech, Occupational Therapy, Adaptive Physical Education, Physical Therapy, Computer, In-School Intervention, and Office.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the [Certificated Salaries and Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44650	\$40721
Mid-Range Teacher Salary	\$61647	\$65190
Highest Teacher Salary	\$79944	\$84151
Average Principal Salary (Elementary)	\$90589	\$104476
Average Principal Salary (Middle)	\$93671	\$108527
Average Principal Salary (High)	\$104367	\$119210
Superintendent Salary	\$184086	\$210769
Percent of Budget for Teacher Salaries	40.6 %	39.9 %
Percent of Budget for Administrative Salaries	5.1 %	5.5 %

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the [Standardized Testing and Reporting \(STAR\) Results Web page](#).

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	50	47	51	50	50	51	42	43	46
Mathematics	63	54	66	46	44	45	40	40	43
Science	37	22	48	39	42	51	35	38	46
History-Social Science				37	36	40	33	33	36

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	33	53	*	
American Indian or Alaska Native	*	*	*	
Asian	52	70	*	
Filipino	41	70	*	
Hispanic or Latino	37	60	36	
Pacific Islander	*	*	*	
White (not Hispanic)	62	69	58	
Male	50	68	54	
Female	52	64	42	
Economically Disadvantaged	37	54	30	
English Learners	29	54	*	
Students with Disabilities	27	46	38	
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [Physical Fitness Testing Web page](#).

Grade Level	Percent of Students Meeting Healthy Fitness Zones
5	36.5
7	*
9	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the [API Web page](#).

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	7	7	6
Similar Schools	2	2	1

- "N/A" means a number is not applicable or not available due to missing data.
- "**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B" 6004170
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	8	-9	35	812
African American				

American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	29	-13	31	747
Pacific Islander				
White (not Hispanic)	1	-8	46	846
Socioeconomically Disadvantaged	-9	16	56	751
English Learners	71			
Students with Disabilities	-30			

- "N/A" means a number is not applicable or not available due to missing data.
- "*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2007 or 2008. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2008.
- "B" means the school did not have a valid 2007 Base API and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2007 Base API Report and has no target information even though the school is no longer an ASAM school.

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the [AYP Web page](#).

AYP Overall and by Criteria (School Year 2007-08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the [AYP Web page](#).

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	10
Percent of Schools Currently in Program Improvement	N/A	18.2

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district coordinates a variety of staff development programs for teachers and administrators based on assessed needs and state mandates. Two days prior to school year are dedicated to staff development. Weekly staff meetings and/or grade level meetings at Mountain View give teachers and staff opportunities to plan a quality instructional program.

Child Abuse

CHILD ABUSE AND NEGLECT

[POLICY 5141.4(A)]

DEFINITION

The following information, taken from Penal Code Sections 273a, 273d, and 11165.6, will assist school employees in deciding whether to file a complaint of child abuse.

WHAT IS CHILD ABUSE

Child abuse is a physical injury which is inflicted by other than accidental means on a child by another person.

It also means the sexual abuse of a child.

It also means willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.

It also means unlawful corporal punishment or injury resulting in a traumatic condition.

Child abuse also means neglect of a child or abuse in out-of-home care. (Out-of-home care is defined in Penal Code Section 11165.5 as a situation where the person responsible for the child's welfare is a licensee, administrator, or employee of any facility licensed to care for children, or an administrator or employee of a public or private school or other institution or agency.)

WHAT IS NOT CHILD ABUSE

Child abuse does not mean a mutual affray or fight between minors.

In addition, child abuse does not include injury caused by any force that is reasonable and necessary for a person employed by or engaged in a public school:

1. To stop a disturbance threatening physical injury to people or damage to property;
2. For purposes of self-defense; or
3. To obtain possession of weapons or other dangerous objects within the control of a student (see Education Code Sections 44807 and 49001).

WHO MUST REPORT

The law requires that a teacher or any certificated employee "child care custodian" 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 to have been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report within 36 hours of receiving the information concerning the incident.

"Reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse.

A "child care custodian" required by statute to report child abuse has absolute immunity from civil liability for reporting such abuse.

QUESTIONING BY LAW ENFORCEMENT OR SOCIAL SERVICES

When students become involved with law enforcement officers or social service workers because of suspected child abuse, the following steps shall be taken to cooperate with the authorities:

1. The officer or social worker shall properly identify himself/herself to the principal or other designated administrator.
2. Any student alleged to be a victim of suspected child abuse shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school to be present at the interview. The purpose of the staff person's presence at the interview is to lend support to the student and enable him or her to be as comfortable as possible. The following guidelines apply:
 - The member of the staff so elected shall not participate in the interview.
 - The member of the staff so present shall not discuss the facts or circumstances of the case with the child.
 - The member of the staff so present is subject to confidentiality requirements, a violation of which is punishable as specified in Section 11167.5 of the Penal Code.
 - The school administrator shall inform the member of the staff so selected by the student of this requirement prior to the interview.
 - The staff member selected by a student may decline the request to be present at the interview.
 - If the staff person selected agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.
 - It is the responsibility of the officer or social worker to advise the student of his/her rights.
3. Police officers, probation officers, or other authorized law enforcement officials have a right to take a student into custody. If the student is taken into custody at a school, as a victim of suspected child abuse:
 - The school official shall provide the peace officer with the address and telephone number of the minor's parent or guardian.
 - The peace officer shall take immediate steps to notify the parent, guardian, or responsible relative of the minor that the minor is in custody and the place where he/she is being held.
 - If the officer has a reasonable belief that the minor would be endangered by a disclosure of the place where the minor is being held, or that the disclosure would cause the custody of the minor to be disturbed, the officer may refuse to disclose the place where the minor is being held for a period not to exceed 24 hours.
 - The officer shall, however, inform the parent, guardian, or responsible relative whether the child requires and is receiving medical or other treatment.

ADVICE TO SCHOOL OFFICIALS WHEN RELEASING A STUDENT TO LAW ENFORCEMENT CUSTODY IN CHILD ABUSE CASES

- Obtain the officer's badge number and/or business card with the time and telephone numbers where the law enforcement official may be reached.
- When furnishing the law enforcement official with the address and telephone number of the minor's parent/guardian, discuss the importance of contacting the parent by the end of the school day.
- Provide the law enforcement with the school's dismissal time and your best estimate of when the student might be arriving home or to child care.
- **If the parent calls your school or comes to the office before the law enforcement official has contacted them:**
 1. Stay calm. Try to keep the parent calm.
 2. Advise the parent that the child is not lost or kidnapped.
 3. Explain that the student was taken into custody by the law enforcement, who have the right to do so, and that you were required to release the student (E.C. 48906).
 4. Do not say why the student was taken into custody or refer to any abuse issues.
 5. Provide the parent/guardian with the name and telephone number of the appropriate law enforcement official.

HOW TO REPORT SUSPECTED CHILD ABUSE AND NEGLECT

A child care custodian shall report known or suspected child abuse to a child protection agency (Children's Protective Services or police) 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.

When making a child abuse referral by telephone to the Contra Costa County Social Service Department, plan to provide this information in the following order:

- Mother's name.
- Mother's address.
- Are children living with parents at present time.
- Reporter's name, relationship to child, address, and telephone number.
- Do you want feedback?
- Information regarding family members:
 - Names
 - Sex
 - Birth dates
 - Social security numbers
- Who is alleged victim.
- Specific allegations of child abuse – who, what, when, where, how, etc.

The written report is made by completing the **SUSPECTED CHILD ABUSE REPORT** (Form SS 8572) and following the procedures outlined on the reverse side of the form. The following district procedures **must** also be followed:

1. Consult with the school principal or designee on suspected child abuse cases before filing a report.
2. Make a copy of the written report for the school's file.
3. **DO NOT** place a copy of the written report in the student's cum folder,
4. **SEND** the yellow copy of the written report to Student Services. If the yellow copy is illegible, make a copy of the original and attach to yellow.
5. Send all other copies of the written report to the agency that you reported to by telephone. You may file a report directly with your local police agency if the child is in immediate danger.
6. Be sure all copies of the written report are legible.

The forms for making a written report should be kept in a central location at the school. Additional SS 8572 forms may be requested by calling Student Services, Extension 4056.

REPORT TO APPROPRIATE AGENCY

AGENCY	TELEPHONE	REPORTING ADDRESS
Protective Services (Central County)	646-1680	30 Muir Road, Martinez 94553
Protective Services (East County)	427-8811	4545 Delta Fair Blvd., Antioch 94509
Concord Police Department	671-3200	1350 Galindo Street, Concord 94520
Clayton Police Department	672-4455	1005 Oak Street, Clayton 94517
Martinez Police Department	372-3550	525 Henrietta Street, Martinez 94553
Pleasant Hill Police Department	671-4600	330 Civic Drive, Pleasant Hill 94523
Walnut Creek Police Department	943-5844	1666 North Main Street, Walnut Creek 94596

CHILDREN MAY BE ENDANGERED BY

- Being physically abused, battered, beaten, bruised, burned.
- Being left alone without proper supervision.
- Being without proper food.
- Being without adequate medical care.
- Being sexually mistreated.
- Not being sent to school.
- Not having a parent or guardian.
- Living in filthy conditions endangering their health.
- Being required to do things that are inappropriate for their age.

REPORTING THAT A SCHOOL EMPLOYEE HAS ENGAGED IN ABUSE

Parents or guardians of students have the right to file a complaint against a school district employee or other person that they suspect has engaged in abuse of a child at a school site.

If such an incident comes to your attention, **CALL IMMEDIATELY** to the appropriate personnel director and the appropriate assistant superintendent to apprise them of the situation.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Reporting Party
Pursuant to Penal Code Section 11166

A. CASE IDENTIFICATION	TO BE COMPLETED BY INVESTIGATING CPA
	VICTIM NAME: _____
	REPORT NO./CASE NAME: _____
DATE OF REPORT: _____	

B. REPORTING PARTY	NAME/TITLE _____															
	ADDRESS _____															
C. REPORT SENT TO	PHONE () _____			DATE OF REPORT _____			SIGNATURE _____									
	<input type="checkbox"/> POLICE DEPARTMENT <input type="checkbox"/> SHERIFF'S OFFICE <input type="checkbox"/> COUNTY WELFARE <input type="checkbox"/> COUNTY PROBATION															
D. INVOLVED PARTIES	AGENCY _____					ADDRESS _____										
	OFFICIAL CONTACTED _____					PHONE () _____			DATE/TIME _____							
E. INVOLVED PARTIES	NAME (LAST, FIRST, MIDDLE) _____					ADDRESS _____			BIRTHDATE _____	SEX _____	RACE _____					
	PRESENT LOCATION OF CHILD _____															
	NAME		BIRTHDATE		SEX		RACE		NAME		BIRTHDATE		SEX		RACE	
	1. _____		_____		_____		_____		4. _____		_____		_____		_____	
	2. _____		_____		_____		_____		5. _____		_____		_____		_____	
	3. _____		_____		_____		_____		6. _____		_____		_____		_____	
F. INVOLVED PARTIES	NAME (LAST, FIRST, MIDDLE) _____			BIRTHDATE _____	SEX _____	RACE _____	NAME (LAST, FIRST, MIDDLE) _____			BIRTHDATE _____	SEX _____	RACE _____				
	ADDRESS _____						ADDRESS _____									
	HOME PHONE () _____			BUSINESS PHONE () _____			HOME PHONE () _____			BUSINESS PHONE () _____						
G. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET OR OTHER FORM AND CHECK THIS BOX. <input type="checkbox"/>															
	1. DATE/TIME OF INCIDENT _____				PLACE OF INCIDENT _____ (CHECK ONE)				<input type="checkbox"/> OCCURRED		<input type="checkbox"/> OBSERVED					
	IF CHILD WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:															
	<input type="checkbox"/> FAMILY DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> SMALL FAMILY HOME <input type="checkbox"/> GROUP HOME OR INSTITUTION															
	2. TYPE OF ABUSE: (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL ASSAULT <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER															
3. NARRATIVE DESCRIPTION:																
4. SUMMARIZE WHAT THE ABUSED CHILD OR PERSON ACCOMPANYING THE CHILD SAID HAPPENED:																
5. EXPLAIN KNOWN HISTORY OF SIMILAR INCIDENT(S) FOR THIS CHILD:																

SS 8572 (Rev. 1/83)

INSTRUCTIONS AND DISTRIBUTION ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). A CPA is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation has been conducted and (2) the incident is not unfounded.

Police or Sheriff-WHITE Copy; County Welfare or Probation-BLUE Copy; District Attorney-GREEN Copy; Reporting Party-YELLOW Copy

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

I. REPORTING RESPONSIBILITIES

- No child care custodian or health practitioner or commercial film and photographic print processor reporting a suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting a suspected instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made and the person knew or should have known that the report was false.
- Any child care custodian, health practitioner, commercial film and photographic print processor, or employee of a child protective agency 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 reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective 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.
- Any child care custodian, health practitioner, commercial film and photographic print processor, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instance of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

- "Child care custodian" means a teacher; an instructional aide, a teacher's aide, or a teacher's assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of Education; an administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; an administrator or employee of a public or private youth center, youth recreation program, or youth organization; an administrator or employee of a public or private organization whose duties require direct contact and supervision of children; a licensee, an administrator, or an employee of a licensed community care or child day care facility; a headstart teacher; a licensing worker or licensing evaluator; a public assistance worker, an employee of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; a social worker, probation officer, or parole officer; an employee of a school district police or security department; any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school; a district attorney investigator, inspector, or family support officer unless the investigator, inspector, or officer is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor, or a peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of this code, who is not otherwise described in this section.
- "Health practitioner" means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, optometrist, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code; a marriage, family and child counselor; any emergency

medical technician I or II, paramedic, or other person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code; a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code; a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code; an unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code; a state or county public health employee who treats a minor for venereal disease or any other condition; a coroner; a medical examiner, or any other person who performs autopsies; or a religious practitioner who diagnoses, examines, or treats children.

- "Commercial film and photographic print processor" means any person who develops exposed photographic film into negatives, slides, or prints, or who makes prints from negatives or slides, for compensation. The term includes any employee of such a person; it does not include a person who develops film or makes prints for a public agency.
- "Child protective agency" means a police or sheriff's department, a county probation department, or a county welfare department. It does not include a school district police or security department.

III. INSTRUCTIONS

(Section A to be completed by investigating child protective agency)

SECTION A - "CASE IDENTIFICATION": Enter the victim name, report number or case name, and date of report.

(Sections B through E are to be completed by reporting party)

SECTION B - "REPORTING PARTY": Enter your name/title, address, phone number, date of report, and signature.

SECTION C - "REPORT SENT TO": (1) Check the appropriate box to indicate which child protective agency (CPA) this report is being sent; (2) Enter the name and address of the CPA to which this report is being sent; and (3) Enter the name of the official contacted at the CPA, phone number, and the date/time contacted.

SECTION D - "INVOLVED PARTIES":

- VICTIM: Enter the name, address, physical data, present location, and phone number where victim is located (attach additional sheets if multiple victims).
- SIBLINGS: Enter the name and physical data of siblings living in the same household as the victim.
- PARENTS: Enter the names, physical data, addresses, and phone numbers of father/stepfather and mother/stepmother.

SECTION E - "INCIDENT INFORMATION": (1) Enter the date/time and place the incident occurred or was observed, and check the appropriate boxes; (2) Check the type of abuse; (3) Describe injury or sexual assault (where appropriate, attach Medical Report - Suspected Child Abuse Form DOJ 900 or any other form desired); (4) Summarize what the child or person accompanying the child said happened; and (5) Explain any known prior incidents involving the victim.

IV. DISTRIBUTION

- Reporting Party: Complete Suspected Child Abuse Report Form SS 8572. Retain yellow copy for your records and submit top three copies to a child protective agency.
- Investigating Child Protective Agency: Upon receipt of Form SS 8572, *within 36 hours* send white copy to police or sheriff, blue copy to county welfare or probation, and green copy to district attorney.

Suspension Policy

SUSPENSION

[POLICY 5131.1.2(A-D)]

It is the policy of the Mt. Diablo Unified School District to provide all of its students a safe instructional environment. To that end, students may be disciplined pursuant to Education Code (E.C.) Section 48900. Suspension should be imposed when appropriate, and after other means of correction have been attempted. An exception to prior attempts at other means of correction may be made when the superintendent, principal or designee determines that the student's presence in school would constitute a threat to the safety of the student or others, or severely disrupt the educational process or violation of 48900 (a-e).

DEFINITION

Suspension is the temporary removal of a student from ongoing instruction for adjustment purposes.

GROUNDS FOR SUSPENSION [E.C. 48900, 48900.2, 48900.3, 48900.4, 48900.7, and 48915(c)]

A student shall not be suspended from school nor recommended for expulsion unless the superintendent/principal/designee of the school in which the student is enrolled determines that the student has engaged in acts enumerated below.

Grounds for Suspension Contained in E.C. 48900:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- a) (2) Willfully used force or violence upon the person of another, except in self defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Knife as defined under §48915(g): A knife is a 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", a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Firearm means any device, designed to be used as a weapon, from which is expelled through a barrel a projectile by the force of any explosion or other form of combustion.

- (A) any explosive, incendiary, or poison gas bomb
- (i) grenade,
 - (ii) rocket having a propellant charge of more than four ounces,
 - (iii) missile having an explosive or incendiary charge of more than one-quarter ounce
 - (iv) mine, or
 - (v) device similar to any of the devices described in the preceding clauses;

- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with § 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 any controlled substance, listed in Chapter 2 (commencing with § 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any 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) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or any 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 of or possession by a student of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in § 11014.5 of the Health and Safety Code.
- k) 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.

Pursuant to (k) above, the principal or principal's designee may suspend a student for other causes including, but not limited to:

- Trespassing or making a forced entry to school buildings.
- When a student is present on the campus of a school other than that in which the student is enrolled without prior valid permission.
- Possession of any electronic listening or recording device (beepers, pagers) without prior consent of the principal or his/her designee. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the health of the student.

- 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 (P.C.) or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Pursuant to (n) above:

The sections enumerated are Section 261, Rape; Section 266c, Inducing consent to sexual act by fraud or fear; Section 286, Sodomy; Section 288, Lewd or lascivious acts involving children; Section 288a, Oral copulation; Section 289, Penetration by a foreign object; Section 243.4, defines battery as uninvited sexual touching.

1. The following are mandatory expulsion offenses and must be coupled with E.C. 48915(C)4.

Be sure a Penal Code violation has occurred prior to charging this offense.

2. Call Director of Student Services immediately. There are numerous procedural safeguards to be considered.

The following definitions:

- Rape as defined in Penal Code 261 is an act of sexual intercourse accomplished with a person not the spouse of the perpetrator, under a number of circumstances including but not limited to where a person is incapable of giving legal consent, is accomplished by means of force, or for some other reason where a person has not legally consented to the act.
- Inducing consent to sexual act by fraud or fear as defined in Penal Code Section 266(c) is sexual penetration, oral copulation, or sodomy when consent is procured by false or fraudulent representation or pretense that is made with the intent to create fear, and which does induce fear, and that would cause a reasonable person in like circumstances to act contrary to the person's free will.
- Lewd or lascivious acts involving children as defined in Penal Code Section 288 is the committing of acts upon or with the body of a child who is under the age of 14 years, with the intent of arousing, appealing to, or gratifying the lust, passions, or sexual desire of either the person committing the acts or the child.
- Oral copulation as defined in Penal Code Section 288a is the act of copulating the mouth of one person with the sexual organ or anus of another person.
- Penetration by a foreign object as defined in Penal Code Section 289 occurs when a person by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury causes the penetration, however, slight, of the genital or anal openings of any person.
- Sexual battery as defined in Penal Code Section 243.4 is the touching of an intimate part of another person while that person is unlawfully restrained by the accused or an accomplice, if the touching is against the will of the person touched and is for the purpose of sexual arousal, sexual gratification, or sexual abuse.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student 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 as defined in Section 32050.
- r) A pupil may 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 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.
- s) 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 suffer 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).
- t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- u) A superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- v) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (Amended Stats 2003, Ch. 21, Sec. 2)

E.C. 48900.2

A student in grades 4-12, inclusive, may be suspended from school if the principal determines that the student has committed sexual harassment as defined in E.C. 212.5, provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment.

- In general sexual harassment is defined to mean unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature.
- A detailed definition is found in Section 12: nondiscrimination/harassment.
- Guidelines for administrative investigation of sexual harassment complaints are outlined in Section 12: nondiscrimination/harassment.
- Reporting form in Section 12: nondiscrimination/harassment.

E.C. 48900.3

A student in any of grades 4 to 12, inclusive, may be suspended from school if the principal of the school in which the student is enrolled determines that the student has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

- In general hate violence is defined as the use of force or threat of force to intimidate or injure a person or a person's property because of that individual's race, color, religion ancestry, national origin, disability, gender, or sexual orientation.
- A detailed definition of hate violence is found in subdivision (e) of Section 233 of the Education Code. E.C. 233 (e) refers you to P.C. 422.6 (interference with exercise of civil rights; damaging property; punishment; speech) and P.C. 422.7 and 422.75 (aggravating factors for punishment).
- The person engaging in hate violence must have the ability to carry out the threat; the threat against property must cause damages in excess of \$500.00.

E.C. 48900.4

A student enrolled in any of grades 4 to 12, inclusive, may be suspended from school if the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against a school district personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of other school personnel or students by creating an intimidating or hostile educational environment.

- All three (3) sub-clauses must be true before charging E.C. 49800.4
- E.C. 48900.4 may be charged against a student who committed an act off campus that results in creating a hostile educational environment for students on your campus and interferes with student attendance at school.

Suspension; restrictions on imposition; exception.

§ 48900.5

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Amended by Stats. 1985, Ch. 907, Sec. 1.)

Community service on school grounds during non-school hours; alternative disciplinary action.

§ 48900.6

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action (Amended by Stats. 2000, Ch. 225, Sec. 1.)

E.C. 48900.7

Made terrorist threats against school officials or school property, or both.

- (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

Use 48900.7 strictly for charges against school officials, not students.

For the purposes of this section, "terroristic threat" shall include:

- Any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000)
- With the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out
- Which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat
- And thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Records of expulsions or suspensions for the commission of offenses.

§ 48900.8

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the State Department of Education, each school district shall specifically identify, by offense committed, in all appropriate official records of a pupil each suspension or expulsion of that pupil for the commission of any of the offenses set forth in subdivisions (a) to (o), inclusive, of Section 48900, in Section 48900.2, in Section 48900.3, in Section 48900.4, or in paragraphs (1) to (4), inclusive, of subdivision (c) of, Section 48915. (Added Stats. 1997, Ch. 637, Sec. 2)

Smoking or use of tobacco or tobacco or nicotine products prohibited; steps to discourage smoking.

§ 48901

- (a) No school shall permit the smoking or use of tobacco, or any product containing tobacco or nicotine products, by pupils of the school while the pupils are on campus, or while attending school-sponsored activities or while under the supervision and control of school district employees.
- (b) The governing board of any school district maintaining a high school shall take all steps it deems practical to discourage high school students from smoking. (Amended by Stats. 1986, Ch. 1136, Sec. 2.)

Electronic signaling device; possession or use prohibited; exception.

§ 48901.5

- (a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.
- (b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil. (Amended by Stats. 2002, Ch. 253, Sec. 2.)

Notification of law enforcement authorities; liability for making report; failure to notify; penalty.

§ 48902

- (a) The principal of a school or the principal's designee shall, prior to the suspension or expulsion of any pupil, notify the appropriate law enforcement authorities of the county or city in which the school is situated, of any acts of the student which may violate Section 245 of the Penal Code.

- (b) The principal of a school or the principal's designee shall, within one schoolday after suspension or expulsion of any pupil, notify, by telephone or any other appropriate method chosen by the school, the appropriate law enforcement authority of the county or the school district in which the school is situated of any acts of the students which may violate subdivision (c) or (d) of Section 48900 of the Education Code.
- (c) Notwithstanding subdivision (b), the principal of a school or the principal's designee shall notify the appropriate law enforcement authorities of the county or city in which the school is located of any acts of a student that may involve the possession or sale of narcotics or of a controlled substance or a violation of Section 626.9 or 626.10 of the Penal Code.
- (d) A principal, the principal's designee, or any other person reporting a known or suspected act described in subdivision (a) or (b) is not civilly or criminally liable as a result of making any report authorized by this article unless it can be proven that a false report was made and that the person knew the report was false or the report was made with reckless disregard for the truth or falsity of the report.
- (e) The willful failure to make any report required by this section is an infraction punishable by a fine to be paid by the principal or principal's designee who is responsible for the failure of not more than five hundred dollars (\$500).
- (f) The principal of a school or the principal's designee reporting a criminal act committed by a schoolage individual with exceptional needs, as defined in Section 56026, shall ensure that copies of the special education and disciplinary records of the pupil are transmitted, as described in paragraph (9) of subsection (k) of Section 1415 of Title 20 of the United States Code, for consideration by the appropriate authorities to whom he or she reports the criminal act. Any copies of the pupil's special education and disciplinary records may be transmitted only to the extent permissible under the federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g et seq.). (Amended by Stats. 2002, Ch. 492, Sec. 1)

Restrictions on days of suspension.

§ 48903

- (a) Except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year.
- (b) For the purposes of this section, a school district may count suspensions that occur while a pupil is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year. (Amended by Stats. 1998, Ch. 527, Sec. 1.)

Notification of parent, guardian or relative of release of pupil to peace officer; procedure for victims of suspected child abuse.

§ 48906

When a principal or other school official releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer, and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, as defined in Section 11165 of the Penal Code, or pursuant to Section 305 of the Welfare and Institutions Code. In those cases, the school official shall provide the peace officer with the address and telephone number of the minor's parent or guardian. The peace officer shall take immediate steps to notify the parent, guardian, or responsible relative of the minor that the minor is in custody and the place where he or she is being held. If the officer has a reasonable belief that the minor would be endangered by a disclosure of the place where the minor is being held, or that the disclosure would cause the custody of the minor to be disturbed, the officer may refuse to disclose the place where the minor is being held for a period not to exceed 24 hours. The officer shall, however, inform the parent, guardian, or responsible relative whether the child requires and is receiving medical or other treatment. The juvenile court shall guardian, or responsible relative whether the child requires and is receiving medical or other treatment. The juvenile court shall review any decision not to disclose the place where the minor is being held at a subsequent detention hearing. (Amended by Stats. 1984, Ch. 1712, Sec. 1.)

Suspension by teacher; reports; conferences; referrals.

§ 48910

- (a) A teacher may suspend any pupil from class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. The teacher shall immediately report the suspension to the principal of the school and send the pupil to the principal or the designee of the principal for appropriate action. If that action requires the continued presence of the pupil at the *schoolsite*, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. *If practicable*, a school counselor or a school psychologist *may* attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the lass from which he or she was suspended, during the period of the suspension
- (b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.
- (c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the designee *of the principal* for consideration of a suspension from the school. (Amended by Stats. 2004, Ch. 498, Sec. 91.)

Suspension by principal, principal's designee, or superintendent.

§ 48911

- (a) The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for any of the reasons enumerated in Section 48900, and pursuant to Section 48900.5, for no more than five consecutive schooldays.
- (b) Suspension by the principal, the principal's designee, or the superintendent of schools shall be preceded by an informal conference conducted by the principal or the principal's designee or the superintendent of schools between the pupil and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the principal, the principal's designee, or the superintendent of schools. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.
- (c) A principal, the principal's designee, or the superintendent of schools may suspend a pupil without affording the pupil an opportunity for a conference only if the principal, the principal's designee, or the superintendent of schools determines that an emergency situation exists. "Emergency situation," as used in this article, means a situation determined by the principal, the principal's designee, or the superintendent of schools to constitute a clear and present danger to the life, safety, or health of pupils or school personnel. If a pupil is suspended without a conference prior to suspension, both the parent and the pupil shall be notified of the pupil's right to a conference and the pupil's right to return to school for the purpose of a conference.

The conference shall be held within two schooldays, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

- (d) At the time of suspension, a school employee shall make a reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.
- (e) A school employee shall report the suspension of the pupil, including the cause therefor, to the governing board of the school district or to the school district superintendent in accordance with the regulations of the governing board.
- (f) The parent or guardian of any pupil shall respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- (g) In a case where expulsion from any school or suspension for the balance of the semester from continuation school is being processed by the governing board, the school district superintendent or other person designated by the superintendent in writing may extend the suspension until the governing board has rendered a decision in the action. However, an extension may be granted

only if the school district superintendent or the superintendent's designee has determined, following a meeting in which the pupil and the pupil's parent or guardian are invited to participate, that the presence of the pupil at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the pupil or the pupil's parent or guardian has requested a meeting to challenge the original suspension pursuant to Section 48914, the purpose of the meeting shall be to decide upon the extension of the suspension order under this section and may be held in conjunction with the initial meeting on the merits of the suspension.

- (h) For the purposes of this section, a "principal's designee" is any one or more administrators at the schoolsite specifically designated by the principal, in writing, to assist with disciplinary procedures.

In the event that there is not an administrator in addition to the principal at the schoolsite, a certificated person at the schoolsite may be specifically designated by the principal, in writing, as "principal's designee," to assist with disciplinary procedures. The principal may designate only one such person at a time as the principal's primary designee for the school year.

An additional person meeting the requirements of this subdivision may be designated by the principal, in writing, to act for the purposes of this article when both the principal and the principal's primary designee are absent from the schoolsite. The name of the person, and the names of any person or persons designated as "principal's designee," shall be on file in the principal's office

This section is not an exception to, nor does it place any limitation on, Section 48903. (Amended by Stats. 2002, Ch. 492, Sec. 3.)

Suspended pupils; supervised suspension classroom; apportionments requirements.

§ 48911.1

- (a) A pupil suspended from a school for any of the reasons enumerated in Sections 48900 and 48900.2 may be assigned, by the principal or the principal's designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.
- (b) Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the schoolsite for the period of suspension in a separate classroom, building, or site for pupils under suspension.
- (c) School districts may continue to claim apportionments for each pupil assigned to and attending a supervised suspension classroom provided as follows:
- (1) The supervised suspension classroom is staffed as otherwise provided by law.
 - (2) Each pupil has access to appropriate counseling services.
 - (3) The supervised suspension classroom promotes completion of schoolwork and tests missed by the pupil during the suspension.

- (4) Each pupil is responsible for contacting his or her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.
- (d) At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the pupil's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian.
- (e) This section does not place any limitation on a school district's ability to transfer a pupil to an opportunity school or class or a continuation education school or class.
- (f) Apportionments claimed by a school district for pupils assigned to supervised suspension shall be used specifically to mitigate the cost of implementing this section. (Added by Stats. 1994, Ch. 1016, Sec. 2.)

High percentage of pupils suspended; consideration of alternatives to off-campus suspension; suspension reduction report; intent.

§ 48911.2

- (a) If the number of pupils suspended from school during the prior school year exceeded 30 percent of the school's enrollment, the school should consider doing at least one of the following:
- (1) Implement the supervised suspension program described in Section 48911.1.
 - (2) Implement an alternative to the school's off-campus suspension program, which involves a progressive discipline approach that occurs during the schoolday on campus, using any of the following activities:
 - (A) Conferences between the school staff, parents, and pupils.
 - (B) Referral to the school counselor, psychologist, child welfare attendance personnel, or other school support service staff.
 - (C) Detention.
 - (D) Study teams, guidance teams, resource panel teams, or other assessment-related teams.
- (b) At the end of the academic year, the school may report to the district superintendent in charge of school support services, or other comparable administrator if that position does not exist, on the rate of reduction in the school's off-campus suspensions and the plan or activities used to comply with subdivision (a).

- (c) It is the intent of the Legislature to encourage schools that choose to implement this section to examine alternatives to off-campus suspensions that lead to resolution of pupil misconduct without sending pupils off campus. Schools that use this section should not be precluded from suspending pupils to an off-campus site. (Added by Stats. 1994, Ch. 1016, Sec. 3.)

Continuation school; suspension; time.

§ 48912.5

The governing board of a school district may suspend a pupil enrolled in a continuation school or class for a period not longer than the remainder of the semester if any of the acts enumerated in Section 48900 occurred. The suspension shall meet the requirements of Section 48915. (Added by Stats. 1983, Ch. 498, Sec. 91.)

Completion of work missed by suspended pupil.

§ 48913

The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. (Repealed and added by Stats. 1983, Ch. 498, Sec. 91.)

Suspension; meeting with parent or guardian.

§ 48914

Each school district is authorized to establish a policy that permits school officials to conduct a meeting with the parent or guardian of a suspended pupil to discuss the causes, the duration, the school policy involved, and other matters pertinent to the suspension. (Amended by Stats. 1987, Ch. 134, Sec. 6.)

Grounds for Suspension and Expulsion Contained in §48915 (A) — §48915 (C)

§48915 (A)

The principal or superintendent shall immediately suspend, and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds; unless, after holding a conference, the principal finds that expulsion is inappropriate because of the particular circumstances.

- 1) Causing serious physical injury to another person, except in self-defense.

- Determining "Serious Bodily Injury" - Definitions taken from P.C. Section 243
- "Injury" means any physical injury which requires professional medical treatment.
- "Serious bodily injury" means a serious impairment of physical condition including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement.

- 2) Possession of any knife or other dangerous object of no reasonable use to the student.

- 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 the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- 4) Robbery or extortion.
- 5) Assault/battery upon school employee, P.C. 240/242.

- Definition of P.C. 240: An assault is an unlawful attempt, coupled with a present ability to commit a violent injury on the person of another.
- Definition of P.C. 242: A battery is any willful and unlawful use of force or violence upon the person of another.

§48915 (C)

The principal or the superintendent of schools shall immediately suspend, pursuant to §48911 and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds. The governing board shall expel that student whenever the principal or superintendent of schools and the governing board confirm that the student was:

- 1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student 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 the possession is verified by an employee of a school district.
- 2) Brandishing a knife at another person. Brandish: to waive or flourish menacily. To display ostentatiously. (The American Heritage Dictionary, 4th Edition, 2001)
- 3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- 4) 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.
- 5) Possession of an explosive, as defined by E.C., 48915(h).

PROCEDURAL SAFEGUARDS, LIMITATIONS

Alternatives to Suspension

E.C. 48900 (u)

A superintendent or principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

Community Service on School Grounds During Non-School Hours;

Alternative Disciplinary Action

E.C. 48900.6

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the area of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil

has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

Authority to Suspend

The Education Code clearly describes misconduct that can result in student suspension and expulsion. Knowing where and when the misconduct occurs is important in determining the authority to suspend. Consider the following Education Code Sections:

E.C. 48900 (r)

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur 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

E.C. 44807

Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

E.C. 48900 (v)

It is the intent of the legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

These sections provide definition to the school administrator's authority to suspend with regard to time and place limitations.

There are also practical limitations that exist, especially regarding students' travelling to and from school. School administrators are advised to communicate this authority to students and parents, but to exercise caution when strictly enforcing all acts of misconduct in the community as they go to and from school. It is not practical, nor is it desirable for school authorities to take on the responsibility of managing student behavior in the community.

When determining whether to suspend or recommend expulsion for misconduct occurring (in the community) while a student is travelling to and from school, the following should be considered:

1. Did the misconduct occur on the student's most direct and usual route to/from school?
2. What impact does the misconduct have on the school environment?
3. Is access to the school or exit from the school impacted by the misconduct?

When there is little or no impact at school, misconduct occurring while a student is going to/from school should be considered an issue for the parents and police, if appropriate, to resolve.

When the misconduct occurs on most direct route and usual route to/from school, and there is a significant impact on the school environment or access routes to/from the school, school officials should consider taking appropriate disciplinary action.

OFFICIAL NOTICE OF SUSPENSION

Student's Name _____ Birthdate _____ Grade _____ School _____

Parent's Name _____ Address _____ (Home) Phone _____

Offense Occurred: Time _____ a.m./p.m. Date _____ (Work) Phone _____ (Cell) Phone _____

Suspension: Number of Days _____ From _____ Date _____ Return _____ Date _____ Accumulated Days of Suspension _____

CAUSES FOR SUSPENSION AND/OR EXPULSION Always Check EC 48900 Section(s). Check EC 48915 Section(s) as applicable.

State Education Code 48900

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; and
- a. (2) Willfully used force or violence upon the person of another, except in self-defense.*
- b. Possessed/sold/furnished any firearm/knife/explosive/dangerous object.*
- c. Possessed/used/sold/furnished or been under influence of any controlled substance/alcoholic beverage/intoxicant.*
- d. Offered/arranged/negotiated to sell a controlled substance/alcoholic beverage/intoxicant- and then-sold/delivered/furnished another liquid/substance/material represented as a controlled substance/alcoholic beverage/intoxicant.*
- e. Committed or attempted to commit robbery or extortion.
- f. Caused /attempted to cause damage to school/private property.
- g. Stole/attempted to steal school/private property.
- h. Possessed/used tobacco/other nicotine product.
- i. Committed obscene act or engaged in habitual profanity/vulgarity.
- j. Unlawfully possessed/offered/arranged/negotiated to sell any drug paraphernalia. (Section 11014.5 of the Health and Safety Code)
- k. Disrupted school activities/defied valid authority.
 - 1. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266C, 286, 288, 288a or 289 or committed a sexual battery, as defined by Penal Code 243.4.*
- o. Harassed, threatened, or intimidated a student to prevent/retaliate for being a witness in a school disciplinary hearing.
- p. Unlawfully offered/arranged to sell/negotiated to sell/sold the prescribed drug Soma.
- q. Engaged in, or attempted to engage in hazing as defined in Section 32050.
- s. Aided or abetted in the physical injury of another person, as defined by Penal Code, Section 31.

State Education Code 48900.2, 48900.3, 48900.4, 48900.7

- EC 48900.2 Committed sexual harassment as defined by EC 212.5. (Grades 4-12 only)
- EC 48900.3 Caused/attempted to cause/threatened to cause or participated in an act of hate violence as defined by EC 233(e). (Grades 4-12 only)
- EC 48900.4 Engaged in harassment/threats/intimidation against student(s) or employee(s) which disrupted classwork, created substantial disorder, invaded rights of student(s) or employee(s) by creating an intimidating or hostile environment. (Grades 4-12 only)
- EC 48900.7 Made terrorist threats against school officials or school property, or both.

State Education Code 48915 Subsections A and C

(A) MANDATORY SUSPENSION AND EXPULSION WITH PRINCIPAL'S EXCEPTION:

- 1. Caused **serious** physical injury to another person, except in self defense.*
- 2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.*
- 3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11 053) of Division 1 0 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.*
- 4. Robbery or extortion.*
- 5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, upon any school employee.*

(C) SUSPENSION AND EXPULSION WITHOUT EXCEPTION:

- 1. Possessing/selling/furnishing a firearm at school or at a school activity. Possession must be verified by a school employee.*
- 2. Brandishing a knife at another person.*
- 3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11 053) of Division 1 0 of the Health and Safety Code.*
- 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section EC 48900 or committing a sexual battery as defined in subdivision (n) of Section EC 48900.*
- 5. Possession of an explosive, as defined by EC 48915(h).*

Police Report Yes No Report No. _____

*Within one school day after a student's suspension, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means.

PARENT/STUDENT CONFERENCE (state specific reasons if conference unable to be held) Date _____

Persons Present: _____

Specific action of student that resulted in suspension (describe): _____

Observed by: _____

- Pursuant to Section 48911 of the *Education Code*, parents or guardians are required to respond without delay to requests that they attend a conference with school officials regarding the pupil's behavior. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at such conference.
- When a pupil is suspended from school, the parent, guardian, or pupil may request a meeting with Office of Student Services. Such a meeting will ordinarily be held within 3 days of the time said request is received by the Office of Student Services at 1936 Carlotta Drive, Concord, CA 94519, Telephone: 682-8000, ext. 4069. *It is suggested that you meet with your school principal prior to requesting such a meeting.*
- Pursuant to Section 48913 of the *Education Code*, the teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

PLEASE NOTE: During the period of this suspension, your child must not be on or near any school campus and must remain home unless under the direct supervision of the parent or guardian. Supervision is the responsibility of the parent or guardian. Student is suspended from all school sponsored activities, including bus transportation.

Principal/Designee Signature _____ Time _____ a.m./p.m. Date _____

Student's Signature (if available to sign**) _____ **Student's signature merely acknowledges receipt of the suspension notice.

Attempt to contact parents made by _____ Time _____ a.m./p.m. Date _____

* Student's signature merely acknowledges receipt of the suspension notice.

PROCEDURES FOR TEACHER NOTIFICATION

State law requires that teachers be provided with a three-year history of suspension of students in their class and a notice of suspensions as they occur during the school year. A three-year history of student suspensions and a routing form are produced by MDUSD Student Services in October and February. This report is sent to school principals for their use with teachers. This report must be available to teachers.

The following procedure should be used to provide the information to teachers:

- Teachers should only be provided information for students in their classes.
- Route the MDUSD report to the teachers of each student using the attached routing sheet. All teachers must sign the routing sheet indicating their review of the data.
- Teachers should be advised about the confidential nature of the data and directed to keep the data secure.
- All routing sheets and suspension reports should be returned to the principal. The routing sheets should be filed in the principal's office.

This process notifies teachers of the suspension history of students. Principals also have the responsibility to notify teachers of suspensions as they occur during the school year. Other means that notify teachers in a timely manner can be used, such as providing teachers notice their student has been suspended and inviting them to the office of the appropriate administrator to review the suspension report.

APPEALS

Parents are not always satisfied that their son/daughter has been treated fairly when suspension occurs. The student/parent have a right to appeal a suspension. The appeal process should begin with the principal. If the parent disagrees with the principal's decision regarding the appeal, the parent should be referred to the Director, Student Services. The district's suspension form identifies an appeal process.

DURATION

The principal of the school or the principal's designee may suspend a student from the school for any of the reasons enumerated above. The suspension for all students shall be for no more than five (5) consecutive days.

No student shall be suspended from school for more than twenty (20) days in one school year unless, for adjustment purposes, a student is transferred to, or enrolled in, another regular school, an opportunity class, or the continuation education school. The days of suspension following such reassignment are limited to ten (10) additional days for a total of thirty (30) days of suspension in one school year.

Students may not be suspended at the end of a school year for a time period that extends into the beginning of the following school year. All suspensions must terminate at the end of the current school year and cannot be extended into the new school year.

PROCEDURES

Except in an emergency situation, suspension must be preceded by an informal conference between the principal or his/her designees, the student and, where practical, by the person who referred the student to the principal. The suspension conference is a basic due process right. No student should be suspended without a conference unless an emergency situation exists. [48911 (b)]

Purposes of Conference

- to inform student of the reason for disciplinary action
- to inform student of the evidence against him/her
- to allow the student to present his/her version and evidence in his or her defense

Conference Delayed by an Emergency Situation

- an emergency is defined as a situation constituting a clear and present danger of the lives, safety, or health of students or school personnel
- an emergency is determined by the principal or the principal's designee
- the delayed conference is to be held as soon as practical but not later than two (2) school days from the time the suspension is ordered

If the student is suspended without a conference prior to suspension, both the parent and the student shall be notified of the student's right to a conference, and the student's right to return to school for the purpose of a conference.

The conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the student is physically able to return to school for the conference. The principal may delegate the suspension conference, but may not delegate the principal's conference to another administrator, except in cases where the conference must be held to meet timeline requirements and the principal is not available to conduct the conference.

Parent Notification

At the time of suspension, a school employee shall make a reasonable effort to contact the student's parent or guardian in person or by telephone. The notice shall be, insofar as is practical, in the primary language of the student's parent or guardian. If the parent cannot be reached, the student must be kept at school for the remainder of the school day. However, the principal, or designee, is authorized to turn over to the police any suspended student whose continued presence on campus is disruptive to the educational process.

All teachers who instruct the student must be notified of the reason for suspension unless the suspension is for smoking.

Suspension Forms to be Completed

Principal, or designee, completes the MDUSD Official Notice of Suspension. A copy of this form must be mailed to the parent or guardian of the suspended student. Principal, or designee, distributes copies of the form to:

- student, when possible
- student's cumulative folder
- Student Services office

All other copies (if using an NCR form) shall be retained for school use. If you are using a computerized suspension form, care must be taken not to send duplicate copies to Student Services. Sending duplicate copies causes suspensions to be double-entered in the district data base.

A suspension notice contains the following and will be mailed by a school employee within one (1) school day of the beginning of the suspension:

- a statement of the facts leading to the decision to suspend
- the date and time when the student will be allowed to return to school
- a request that the parent or guardian attend a conference with school officials regarding the student's behavior, including notice that state law requires parents or guardians to respond to such request without delay
- a statement of the right of the student or parent to request a meeting with the Director, Student Services pursuant to E.C. 48914. The meeting shall ordinarily be held within three (3) school days of the time such request is received by the Director of Student Services.
- a statement of the parent's or student's rights to have access to the student's records as provided by E.C. 49069.

The parent or guardian of any student shall respond without delay to any request from school officials to attend a conference regarding their child's behavior.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at such conference.

SUSPENSION OF STUDENTS WITH DISABILITIES UNDER THE IDEA

Contact your Program Specialist with any questions.

Procedures listed for general education students shall also apply to the suspension of individuals with exceptional needs.

Definition

A student with previously identified exceptional needs is defined as "an individual with disabilities pursuant to the Individuals with Disabilities Education Act." In other words, any student with an active IEP, or a student who, because of his/her disability, is eligible for special education services must be considered as an individual with disabilities, or a student with exceptional needs. Such a student would be entitled to the procedural safeguards described in this section.

Duration

Students with exceptional needs may be suspended for up to 5 days for a single incident of misconduct. If the student is recommended for expulsion, this suspension can be extended pending the expulsion hearing. However, manifestation determination and functional behavioral assessment procedures must be followed. Student must also be provided educational services after the 10th cumulative day of suspension in the school year.

Following the procedures outlined below (manifestation determination and functional behavioral assessments), students with disabilities under the IDEA may be suspended beyond 10 cumulative days for up to 20 days in a school year, unless, for adjustment purposes, a student, through the IEP team, is transferred to, or enrolled in, another school, an opportunity class, or the continuation education school. The days of suspension following such reassignment are limited to 10 additional days for a total of 30 days of suspension in one school year. See page 3-21.

Students may not be suspended at the end of a school year for a time period that extends into the beginning of the following school year.

Procedures Based on Cumulative Days of Suspension/Change in Placement

No special procedures are required to suspend a student up to 10 cumulative days of suspension.

Federal regulations state, however, that the cumulative days of suspension cannot exceed 10 school days and would be a "change in placement" requiring an IEP team meeting if the removal is for more than 10 consecutive days, or the student is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

Manifestation Determination

In Mt. Diablo Unified, a manifestation determination is required only when a student is suspended for more than 10 cumulative days in a school year.

Manifestation Determination Process

As a first step in the manifestation determination process, the school and parent must determine the relevant members of the IEP team who should attend the IEP team meeting. The IEP team shall review all relevant information in the student's file, including the IEP, any teacher observations, psychologist manifestation review report and any relevant information provided by the parents to determine whether the misconduct is a manifestation of the student's disability.

In MDUSD, the school psychologist will review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parents and make a recommendation regarding whether the misconduct is a manifestation of the student's disability. A summary report of findings will be completed referencing all the sources. If the psychologist feels that additional assessments must be completed in order to complete this manifestation report, an assessment plan must be signed by the parent. If the parent refuses consent to an assessment which the school psychologist feels is necessary, refer the issue to Assistant Superintendent, Pupil Services and Special Education.

A MDUSD IEP Manifestation Determination Finding form must be completed to document the review and team's determination.

The team determines:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, or
2. If the conduct in question was the **direct result** of the school or district's failure to implement the IEP.

If the answer to 1 or 2 is yes, then the conduct shall be determined to be a manifestation of the student's disability.

****If it is determined that the misconduct is not a manifestation of the student's disability, the student may be excluded from school in the same manner as are similarly-situated students who do not have disabilities as long as they receive FAPE following 10 cumulative days of suspension in the school year. The placement of services is to be determined by the IEP team.**

Determination that the behavior was a manifestation/Functional Behavioral Assessment:

If it is determined that the misconduct was a manifestation of the student's disability, the student should be allowed to return to school and the IEP team shall:

1. Conduct a functional behavioral assessment and implement a BSP or PBIP or
2. If a BSP or PBIP had been developed, modify it as necessary to address the behavior
3. Return the student to the placement from which the student was removed, unless the parent and school or district agree to a change in placement as part of the modification of the BSP or PBIP.

DUE PROCESS

Case by case determination

School administration may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

Procedural protections regarding a "Change in Placement"

When suspensions constitute a "change in placement," the student and his or her parent or guardian are entitled to procedural protections. (See definition on previous page.) These protections include:

1. Appropriate notice to parents or guardian
2. An opportunity to examine the student's records
3. A due process hearing with the participation of parents or guardians which may include representation by counsel and a review procedure

Thus, if, after a Manifestation Determination and FBA, the parents disagree with the determination regarding the relationship of the behavior to the disability, or with the placement proposal, they may request a due process hearing.

In addition, if the local educational agency believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, the district may request a hearing.

Placement during appeals

When an appeal has been requested of the Hearing Office by the district or the parents:

1. The student will remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period designated in (**above) which may be 45 school days or the suspension period as applicable to general education students, unless the parent and district agree otherwise; and
2. The hearing office shall arrange for an expedited hearing which shall occur within 20 school days of the date the hearing is requested, and shall result in a determination within 10 school days after the hearing.

Previously Unidentified Students

A pupil not previously identified as a student with disabilities under the IDEA who violates a behavior rule may claim protection as provided to individuals identified with exceptional needs **if there was knowledge that the pupil had a disability** before the behavior violation occurred.

Knowledge arises when:

1. The parent has expressed concern in writing to supervisory or administrative personnel or a teacher of the student, that the student is in need of special education and related services.
2. The parent of the student has requested an evaluation of the student.
3. The teacher or other school personnel has expressed specific concerns about the student's behavior and/or performance. The concern must be expressed in accordance with the district's established special education referral process, to supervisory personnel of the school or district.

A public agency is not deemed to have knowledge when:

1. The agency conducted a special education evaluation and determined the student was not a student with a disability under the IDEA, or
2. The parent has not allowed an initial evaluation of the student or has refused initial services after an initial evaluation.

If there was no prior knowledge, disciplinary measures can be applied as to all general education pupils.

If a parent/guardian indicates they believe their student should have been previously identified, contact the Director, Student Services for assistance.

If the parent requests an evaluation for a student who has not been assessed recently and found ineligible, the evaluation shall be conducted in an expedited manner. If the student is found to be a student with a disability, the student will receive special education services as determined by the IEP team.

Suspension from School Bus Transportation

If a student with exceptional needs is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided transportation is specified in the student's IEP. The Administrator of Special Day Classes and Transportation should be contacted to determine an alternate form of transportation. Alternative forms of transportation may include parent reimbursement for transporting their child to and from school, with parent consent, and a county bus pass if age appropriate.

Suspension of Students with Disabilities Under the IDEA

Student commits offense listed in Education Code sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915(c).

The student may be suspended for up to 5 consecutive school days for a single offense.

The student must receive FAPE after 10 cumulative days. FAPE must be provided in an alternative educational setting. The alternative setting is determined by the IEP team.

The student may not be suspended for more than 20 consecutive school days in one school year, unless for adjustment purposes, they are transferred to another school. If so, they may be suspended for 30 cumulative days in a school year.

When cumulative suspensions total less than 10 days in a school year:

No special procedures are required to suspend a student up to 10 cumulative days of suspension.

When suspensions exceed 10 cumulative days in a school year:

The IEP team must meet to complete a manifestation determination within 10 school days of the decision to go beyond 10 cumulative days.

If it is determined that the misconduct was a manifestation of the student's disability, the IEP team shall conduct a FBA and implement or modify a BSP or PBIP. The student should be returned to school unless under special circumstances the parent and district should agree to a change in placement as part of the modification of the BSP or PBIP.

If it is determined that the misconduct was not a manifestation of the student's disability, the student may be excluded from school in the same manner as general education students as long as they receive FAPE following the 10th cumulative day. The IEP team determines the location of the services.

SUSPENSION OF STUDENTS WITH DISABILITIES UNDER SECTION 504

Procedures listed for general education students shall also apply to the suspension of individuals with disabilities eligible for Section 504 accommodations.

Definition

A student with previously identified disabilities eligible for Section 504 accommodations is any student with an active Section 504 accommodation plan (“AP”). Such a student would be entitled to the procedural safeguards described in this section.

Duration

Students eligible for Section 504 may be suspended for up to 5 days for a single incident of misconduct. If the student is recommended for expulsion, this suspension can be extended pending the expulsion hearing. However, manifestation determination and functional behavioral assessment procedures must be followed. Student must also be provided educational services after the 10th cumulative day of suspension in the school year.

Following the procedures outlined below (manifestation determination and functional behavioral assessments), students with disabilities under Section 504 may be suspended beyond 10 cumulative days for up to 20 days in a school year, unless, for adjustment purposes, a student, through the Section 504 team, is transferred to, or enrolled in, another school, an opportunity class, or the continuation education school. The days of suspension following such reassignment are limited to 10 additional days for a total of 30 days of suspension in one school year. See page 3-11.

Students may not be suspended at the end of a school year for a time period that extends into the beginning of the following school year.

Procedures Based on Cumulative Days of Suspension/Change in Placement

No special procedures are required to suspend a student up to 10 cumulative days in a school year. Federal regulations state, however, that the cumulative days of suspension cannot exceed 10 school days and would be a “change in placement” requiring a Section 504 team meeting if the removal is for more than 10 consecutive days, or the student is subjected to a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

Manifestation Determination

In Mt. Diablo Unified, a manifestation determination is required when a student is suspended for more than 10 cumulative days in a school year.

Manifestation Determination Process

As a first step in the manifestation determination process, the school and parent must determine the relevant members of the Section 504 team who should attend the Section 504 team meeting. The Section 504 team shall review all relevant information in the student’s file, including the accommodation plan, any teacher observations, psychologist manifestation review report and any relevant information provided by the parents to determine whether the misconduct is a manifestation of the student’s disability.

In MDUSD, the school psychologist will review all relevant information in the student’s file, including the accommodation plan, any teacher observations, and any relevant information provided by the parents

and make a recommendation regarding whether the misconduct is a manifestation of the student's disability. A summary report of findings will be completed referencing all the sources. If the psychologist feels that additional assessments must be completed in order to complete this manifestation report, an assessment plan must be signed by the parent. If the parent refuses consent to an assessment which the school psychologist feels is necessary, refer the issue to the Director, Student Services.

A MDUSD Section 504 Manifestation Determination Finding Form must be completed to document the review and team's determination.

The team determines:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, or
2. If the conduct in question was the direct result of the school or district's failure to implement the Accommodation Plan.

If the answer to 1. or 2. is yes, then the conduct shall be determined to be a manifestation of the student's disability.

**If it is determined that the misconduct is not a manifestation of the student's disability, the student may be excluded from school in the same manner as are similarly-situated students who do not have disabilities as long as they receive FAPE following 10 cumulative days of suspension in the school year. The placement of services is to be determined by the Section 504 team.

Determination that the behavior was a manifestation/Functional Behavioral Assessment:

If it is determined that the misconduct was a manifestation of the student's disability, the student should be allowed to return to school and the Section 504 team shall:

1. Conduct a functional behavioral assessment and implement a BSP or PBIP or
2. If a BSP or PBIP had been developed, modify it as necessary to address the behavior
3. Return the student to the placement from which the student was removed, unless the parent and school or district agree to a change in placement as part of the modification of the BSP or PBIP.

DUE PROCESS

Case by Case Determination

School administration may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

Procedural Protections regarding a "change in placement"

When suspension constitutes a "change in placement," the student and his or her parent or guardian are entitled to procedural protections. These protections include:

1. Appropriate notice to parents or guardian
2. An opportunity to examine the student's records
3. An impartial hearing with the participation of parents or guardians which may include representation by counsel and a review procedure

Thus, if, after a Manifestation Determination and FBA, the parents disagree with the determination regarding the relationship of the behavior to the disability, or with the placement proposal, they may request an impartial hearing.

Placement during appeals:

When an appeal has been requested by the district or the parents:

1. The student will remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the suspension period or 45 day placement, unless the parent and district agree otherwise; and
2. The District shall arrange for an expedited hearing which shall occur within 20 school days of the date the hearing is requested, and shall result in a determination within 10 school days after the hearing.

Previously Unidentified Students

A pupil not previously identified as a student with disabilities under Section 504 who violates a behavior rule may claim protection as provided to individuals identified with exceptional needs **if there was knowledge that the pupil had a disability** before the behavior violation occurred.

Knowledge arises when:

1. The parent has expressed concern in writing to supervisory or administrative personnel or a teacher of the student, that the student is in need of Section 504 accommodations and related services.
2. The parent of the student has requested an evaluation of the student.
3. The teacher or other school personnel has expressed specific concerns about a pattern of the student's behavior and/or performance. The concern must be expressed in accordance with the district's established special education referral process, to supervisory personnel of the school or district.

A public agency is not deemed to have knowledge when:

1. The agency conducted an evaluation and determined the student was not a student with a disability under Section 504, *or*
2. The parent has not allowed an initial evaluation of the student or has refused initial services after an initial evaluation.

If there was no prior knowledge, disciplinary measures can be applied as to all general education pupils.

If a parent/guardian indicates they believe their student should have been previously identified, contact the Director, Student Services for assistance.

If the parent requests an evaluation for a student who has not been assessed recently and found ineligible, the evaluation shall be conducted in an expedited manner. If the student is found to be a student with a disability, the student will receive accommodations as determined by the Section 504 team.

Suspension from School Bus Transportation

If a student eligible for Section 504 accommodations is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided transportation is specified in the student's accommodation plan. The Director, Student Services and Transportation should be contacted to determine an alternate form of transportation. Alternative forms of transportation may include parent reimbursement for transporting their child to and from school, with parent consent, and a county bus pass if age appropriate.

Suspension of Students with Disabilities Under Section 504

Student commits offense listed in Education Code sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915(c).

Student is suspended.

(Refer to "Suspension of Students with Disabilities under Section 504" for suspension limitations!)

Student may be suspended for up to 5 consecutive school days for a single offense.

The suspension can be extended pending expulsion if the student would cause a danger to persons or property or a threat of disrupting the educational process.

Student can be suspended for no more than 20 cumulative school days, unless for adjustment purposes, they are transferred to another school. If so, they may be suspended for 30 cumulative days in a school year.

When cumulative suspensions total less than 10 in a school year:

No special procedures are required to suspend a student up to 10 cumulative days of suspension.

When suspensions exceed 10 cumulative days in a school year and if there is a change in placement:

The section 504 team must meet to complete a manifestation determination form, a behavior support plan, and revise the 504 plan if necessary. This meeting must be held within 10 school days of the decision to go beyond 10 cumulative days.

For subsequent suspensions which do not constitute a change in placement:

A section 504 team meeting is needed within 10 school days of every suspension beyond the 10th cumulative day in the school year to determine if the behavior is a manifestation of the student's disability.

PREVIOUSLY UNIDENTIFIED STUDENTS

A pupil not previously identified as a student with disabilities under section 504 who violates a behavior rule may claim protection if there was knowledge that the pupil had a disability before the behavior violation occurred. If there was no prior knowledge, disciplinary measures can be applied as to all general education students. If a parent/guardian of a student who has been suspended indicates they believe their student should have been previously identified, contact the Director, Student Services for assistance.

For additional information, consult MDUSD Section 504 *Handbook Student Access: A Resource Guide for Educators*.

TRUANCY/ABSENCES

The California Education Code prohibits the use of suspension in cases of truancy/absence.

CONDUCTING A REVIEW OF STUDENT RECORDS – CUM FOLDER

When a pattern of suspensions for a general or special education student become apparent, an administrator should conduct a review of the student's cum folder. The reviewer should look for:

- Documentation of previous disciplinary actions
- Suspensions (cumulative number/cause?)
- Expulsions (cause/readmission hearing conducted?)
- Other action, such as behavior chronologies/trackers
- Documentation of pertinent parent or professional communications
- Documentation of special education services
- Previously served - now exited students (properly exited/still eligible?)
- Currently served - IEP requirements (IEP being served/placement correct?, appropriate behavioral interventions implemented?)
- Documentation of section 504 plan
- Previous and current plans (plan requirements)
- Other historical documentation
- Record of Student Success Team meetings
- Assessment data

It is best to learn important student history before disciplinary action is taken that would reasonably require prior administrative knowledge.

TEACHER SUSPENSION [E.C. 48910]

Length of Suspension

A teacher may suspend any student from the teacher's class for any of the acts enumerated in "Grounds For Suspension" for the day of the suspension and the day following. The teacher shall inform the student of the facts leading to the decision to suspend from the class. The student shall be given an opportunity to explain the student's version of the facts.

Elementary teachers may suspend a student from their classes or periods of instruction for the remainder of the teaching period or day and for the following teaching period or day that the class is held.

Secondary teachers may suspend a student from their classes for the remainder of the teaching period or periods and also for the same teaching period or periods on the following day that the class is held.

The teacher shall immediately report the suspension to the principal of the school and send the student to the principal or the principal's designee for appropriate discipline. The principal or the principal's designee shall arrange for appropriate supervision during the period(s) of suspension from the classroom. Students suspended from class shall not be placed in another regular class during the period of suspension.

Teacher suspensions count towards cumulative days of suspension in a school year. If a student with disabilities under the IDEA or section 504 is consistently suspended, an IEP or section 504 team meeting may be necessary to address appropriateness of placement, including behavioral interventions such as BSP.

Procedures

Student is sent from class to the principal/designee.

Teacher completes suspension form.

Principal shall mail suspension form to the parent or guardian of the suspended student.

Removal from a particular class shall not occur more than once every five (5) school days.

Teacher shall schedule a parent conference with a specific date and time on the suspension form.

PARENT REQUIRED TO ATTEND CLASS [E.C. 48900.1]

A teacher may require the parent of a student suspended by the teacher to attend a portion of a school day in the child's classroom if the suspension from class is for: 1) committing an obscene act or engaging in habitual profanity or vulgarity; or 2) disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

The parents/guardians who attend their child's classroom shall be informed that a meeting shall take place between the parent or guardian and the principal or his/her designee after completing the classroom visitation and before leaving the school site.

The parent or guardian may not be required to comply with the notice to attend if the following reasonable factors exist:

- illness or other personal necessity that would create a hardship for the parent or guardian
- parent or guardian will be out of town on work-related or family business
- court appearance or jury duty

The principal or designee shall contact the parent or guardian who does not respond to the request to attend school and schedule another classroom visitation time.

No penalties may be imposed on a student for the failure of the student's parent or guardian to attend a classroom visitation or a conference with school officials.



MT. DIABLO UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MANIFESTATION DETERMINATION FINDING**

1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 or TDD 685-1962

FAX (925) 687-3139
Community Advisory Committee (CAC)
Parent Resource Network (925) 687-2129

IEP Date: ____/____/____

Student: _____ ID#: _____ Page ____ of ____

Assessment History:

Date of most recent evaluation ____/____/____

- Reassessment completed if appropriate. Yes (Date ____/____/____) No
- Functional behavioral assessment conducted, if necessary. (Date ____/____/____)
- Behavior Support Plan or Positive Behavior Intervention Plan developed, (Date ____/____/____) or modified, if necessary. (Date ____/____/____)
- Statement of behavior subject to disciplinary action _____
- Disciplinary action taken/proposed _____
- Date on which decision to take disciplinary action was made: ____/____/____

In determining whether the student's behavior was a manifestation of his/her disability, the IEP team considered the following in relation to the behavior subject to discipline (check applicable items):

- Evaluation and diagnostic result(s) (describe): _____
- Observations of the student by: _____
- Student's IEP, services and placement.
- Other relevant information provided by parents (list): _____

The IEP Team determined that:

- Yes No The conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
- Yes No The conduct in question was the direct result of the district's failure to implement the IEP.

Comments _____

<p>Finding of the IEP Team:</p> <p>The behavior <input type="checkbox"/> was not a manifestation of the student's disability. (Answer "no" to both boxes above.)</p> <p style="padding-left: 40px;"><input type="checkbox"/> was a manifestation of the student's disability. (Answer "yes" to one or more boxes above.)</p> <p>The parent(s)/guardian(s) <input type="checkbox"/> agrees <input type="checkbox"/> disagrees with the determination of the IEP team.</p>
--

Meeting Comments: (attach additional pages as needed)

- See goals written today
- Continue goals in progress
- See facesheet for placement



MT. DIABLO UNIFIED SCHOOL DISTRICT
ADDENDUM TO SECTION 504 PLAN

MANIFESTATION DETERMINATION FINDING

1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 or TDD 685-1962

FAX (925) 687-3139
Community Advisory Committee (CAC)
Parent Resource Network (925) 687-2129

Section 504 Meeting Date: ___/___/___

Student: _____ ID#: _____ Page ___ of ___

Assessment History:

Date of most recent evaluation ___/___/___

- Reassessment completed if appropriate. [] Yes (Date ___/___/___) [] No
Functional behavioral assessment conducted, if necessary. (Date ___/___/___)
Behavior Support Plan or Positive Behavior Intervention Plan developed, (Date ___/___/___) or modified, if necessary. (Date ___/___/___)
Statement of behavior subject to disciplinary action _____
Disciplinary action taken/proposed _____
Date on which decision to take disciplinary action was made: ___/___/___

In determining whether the student's behavior was a manifestation of his/her disability, the Section 504 team considered the following in relation to the behavior subject to discipline (check applicable items):

- [] Evaluation and diagnostic result(s) (describe): _____
[] Observations of the student by: _____
[] Student's Accommodation Plan.
[] Other relevant information provided by parents (list): _____

The Section 504 Team determined that:

- [] Yes [] No The conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
[] Yes [] No The conduct in question was the direct result of the district's failure to implement the Section 504 Accommodation Plan.

Comments _____

Finding of the Section 504 Team:
The behavior [] was not a manifestation of the student's disability. (Answer "no" to both boxes above.)
[] was a manifestation of the student's disability. (Answer "yes" to one or more boxes above.)
The parent(s)/guardian(s) [] agrees [] disagrees with the determination of the Section 504 team.

Meeting Comments: (attach additional pages as needed)

- [] See goals written today [] Continue goals in progress [] See facesheet for placement



BEHAVIOR SUPPORT PLAN – SPECIAL EDUCATION

1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 or TDD 685-1962

FAX (925) 687-3139
Community Advisory Committee (CAC)
Parent Resource Network (925) 687-2129

for

Page ____ of ____

Behavior Interfering with Learning of Student or Peers

Student _____ ID Number _____ IEP Date: ____/____/____

Behavior impeding learning is _____

It impedes learning because _____

Team estimate of need for behavior support plan extreme serious moderate needing attention, early state intervention

Current Frequency/Intensity/Duration of Behavior _____ Any current predictors for behavior? _____

IEP Team believes behavior occurs because (team hypothesis-behavior function) _____

What team believes student should do instead of this behavior (match to hypothesis) _____

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) _____

Behavioral Goals/Objectives related to this plan: _____

To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed yes no

To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary) yes no

To achieve this outcome, environmental supports or changes are needed yes no

Are curriculum accommodations necessary? yes no Is there a curriculum accommodation plan? yes no

Teaching strategies and necessary curriculum or materials for new behavior instruction

By whom? _____ How frequent? _____

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Who establishes? _____ Who monitor? _____

Reinforcement procedures

By whom? _____ Frequency? _____

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

Personnel: _____

Communication provisions – Daily/Weekly Reports/Record Keeping

Between _____ Frequency? _____

White – CUM

Canary – MIS

Pink – Parent

Golden – Teacher



MT. DIABLO UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION

BEHAVIOR SUPPORT PLAN – SECTION 504

1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 or TDD 685-1962

FAX (925) 687-3139
Community Advisory Committee (CAC)
Parent Resource Network (925) 687-2129

for
Behavior Interfering with Learning of Student or Peers

Page ____ of ____

Student _____ ID Number _____ IEP Date: ____/____/____

Behavior impeding learning is _____

It impedes learning because _____

Team estimate of need for behavior support plan extreme serious moderate needing attention, early state intervention

Current Frequency/Intensity/Duration of Behavior _____ Any current predictors for behavior? _____

IEP Team believes behavior occurs because (team hypothesis-behavior function) _____

What team believes student should do instead of this behavior (match to hypothesis) _____

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) _____

Behavioral Goals/Objectives related to this plan: _____

To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed yes no

To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary) yes no

To achieve this outcome, environmental supports or changes are needed yes no

Are curriculum accommodations necessary? yes no Is there a curriculum accommodation plan? yes no

Teaching strategies and necessary curriculum or materials for new behavior instruction

By whom? _____ How frequent? _____

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Who establishes? _____ Who monitor? _____

Reinforcement procedures

By whom? _____ Frequency? _____

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

Personnel: _____

Communication provisions – Daily/Weekly Reports/Record Keeping

Between _____ Frequency? _____



MT. DIABLO UNIFIED SCHOOL DISTRICT

TEACHER'S NOTICE OF PUPIL SUSPENSION

Student No. _____

Ethnic Code _____

Special Education Yes No

School _____

Telephone No. _____

TO: Building Administrator and Parent

Pursuant to Section 48900 of the Education Code, _____

Name of Pupil _____

Grade _____

has been suspended from _____ on _____

Name of Class _____

Period _____

Date & Time of Suspension _____

because: _____

Pupil suspension is only from the class stated above and not from the school. Attendance by the pupil is required at all other classes during the period of suspension.

The period of suspension is for:

___ 1. The remainder of the day or period on which the suspension occurred.

___ 2. The remainder of the day or period on which the suspension occurred and the school day following.

You are hereby requested to attend a parent-teacher conference regarding the suspension of your child at _____

Time _____

on _____ at _____

Date _____

Location _____

NOTE: Parent-Teacher Conference must be requested on all suspensions by teachers. (Education Code Section 48910) If another time is more convenient, please telephone the undersigned teacher to arrange a meeting as soon as possible.

Dated: _____ Signature of Teacher _____

DETACH AND RETURN TO: BUILDING PRINCIPAL (Only if you wish to have an administrator present at the parent-teacher conference)

PARENT REQUEST FOR ATTENDANCE BY ADMINISTRATOR AT SUSPENSION CONFERENCE

Pursuant to Section 48910 of the Education Code, the undersigned parent of _____

Name of Pupil _____

hereby requests that a school administrator shall attend the Parent-Teacher Conference regarding the _____

Date _____

suspension from class by _____

Name of Teacher _____

Dated: _____ Signature of Parent _____

White	- Parent or Guardian
Blue	- Received by Student
Green	- School Use
Canary	- Student Cum Record
Pink	- Student Services
Golden	- School Use

SAMPLE LETTER

PARENT TO ATTEND CLASS

Dear _____:

_____ (Teacher Name) _____ is requesting you attend a portion of

_____ (Student Name) _____'s class for the following reason(s):

The date and time for your classroom visit is on _____ (Date) _____ at _____ (Time) _____. Your attendance is required by law (Education Code, Section 48900.1, Subdivision (c)).

If, for some reason, you are unable to attend on the date indicated, please contact the school to schedule a new date.

The Board of Education approved Policy 5131.1.2(d) on February 28, 1989, to comply with Section 48900.1 of the Education Code which authorizes a teacher to require a parent or guardian to attend a portion of the school day. Attached is a copy of the Teacher Suspension, along with a brief explanation of the policy and the Education Code sections dealing with this issue.

I am also requesting a conference with you upon completion of your visit to the classroom. This will provide us with an opportunity to review _____ (Student Name) _____'s behavior and discuss possible solutions in trying to solve the problem.

Please contact my office as soon as possible to confirm the date for your visitation to the class.

Sincerely,

(Principal/Designee)

SAMPLE TEACHER FORM

REQUEST FOR PARENT/GUARDIAN TO ATTEND CLASSROOM

Date: _____

TO: Principal/Designee

FROM: _____
(Teacher)

Please schedule a time for the parent/guardian of

_____ to attend my class.
(Student Name)

Student Name: _____

Class or Period: _____

Date of Visitation: _____

(Should allow five (5) working days between referral date and visitation day.)

Attachment: Teacher Suspension Form

**Mt. Diablo Unified School District
STUDENT SUSPENSION CHECKLIST**

Date: _____

Student: _____

Yes No

Education Code Section Violated: _____

___ ___

Student Statement(s) completed.

List student names, if other students involved:

___ ___

Staff Statement(s) completed.

___ ___

Physical/photographic evidence collected.

___ ___

Administrative summary of incident/investigation completed.

___ ___

Student in police custody? If yes, parent/guardian must be immediately contacted.

___ ___

Police Report taken. (Case # _____)

___ ___

Parent Contacted. Date: _____ Time: _____
Conference set for: _____

___ ___

Expellable action?

If yes: Principal's Conference scheduled for: _____

MDUSD Student Services Staff contacted: Date: _____

___ ___

Special Education? Appropriate services provided, including behavioral interventions?

___ ___

Section 504? Appropriate services provided, including behavioral interventions?

___ ___

Suspension form completed/given to student at time of suspension

___ ___

Student dismissed early with parent permission.

___ ___

Behavior recorded in activity tracker.

___ ___

If first time offense, were suspension alternatives considered?

Other notes:

Expulsion Policy

EXPULSION

[POLICY 5131.1.3(A-I)]

It is the policy of the Mt. Diablo Unified School District that expulsion should be imposed when other means of correction have failed, or when keeping the student in school would be detrimental to the general welfare of the school, the student, or other students.

The decision to expel a student depends upon the seriousness of the offense, the history of infractions of school rules and regulations, and upon a consideration of the safety and welfare of the student, other students, and the staff.

DEFINITION

Expulsion is defined as the removal of a student from all schools of the district and from all school district activities and programs by order of the Board of Education.

GROUND FOR EXPULSION [E.C. 48900, 48900.2, 48900.3, 48900.4, 48900.7, AND 48915]

Important Note: Education Code §48915 charges should be added when appropriate and may not be used alone.

Only 48915(c) charges may be used independent of E.C. §48900 charge.

A student shall not be suspended from school or recommended for expulsion unless the principal of the school in which the student is enrolled determines that the student has engaged in acts enumerated in E.C. §48900, §48900.2, §48900.3, §48900.4, or 48900.7.

It is important that the recommendation contain as many grounds for expulsion as apply to the individual student's situation. By charging multiple violations, if one ground is not sustained, there are others upon which an expulsion can be based.

The student must be suspended for each charge contained in the recommendation for expulsion.

Grounds for Expulsion Contained in E.C. 48900

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- a) (2) Willfully used force or violence upon the person of another, except in self defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

Knife as defined under §48915(g): A knife is a 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", a folding knife with a blade that locks into place or a razor with an unguarded blade.

Firearm means any device, designed to be used as a weapon, from which is expelled through a barrel a projectile by the force of any explosion or other form of combustion.

- (A) any explosive, incendiary, or poison gas bomb,
 - (i) grenade,
 - (ii) rocket having a propellant charge of more than four ounces,
 - (iii) missile having an explosive or incendiary charge of more than one-quarter ounce
 - (iv) mine, or
 - (v) device similar to any of the devices described in the preceding clauses;
- (B) any type of weapon (other than a shotgun or a shotgun shell which the Secretary of the Treasury finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
- (C) any combination of parts either designed or intended for use in converting any device into any destructive device described in subparagraph (A) or (B) and from which a destructive device may be readily assembled.

- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with § 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 any controlled substance, listed in Chapter 2 (commencing with § 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any 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) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or any 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 of or possession by a student of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in § 11014.5 of the Health and Safety Code.
- k) 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.

Pursuant to (k) above, the principal or principal's designee may suspend a student for other causes including, but not limited to:

- Trespassing or making a forced entry to school buildings.
- When a student is present on the campus of a school other than that in which the student is enrolled without prior valid permission.
- Possession of any electronic listening or recording device (beepers, pagers) without prior consent of the principal or his/her designee. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician to be essential for the health of the student.

- 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 (P.C.) or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Pursuant to (n) above:

The sections enumerated are Section 261, Rape; Section 266c, Inducing consent to sexual act by fraud or fear; Section 286, Sodomy; Section 288, Lewd or lascivious acts involving children; Section 288a, Oral copulation; Section 289, Penetration by a foreign object; Section 243.4, defines battery as uninvited sexual touching.

1. The following are mandatory expulsion offenses and must be coupled with E.C. 48915(C)4.

Be sure a Penal Code violation has occurred prior to charging this offense.

2. Call Director of Student Services immediately. There are numerous procedural safeguards to be considered.

The following definitions:

- Rape as defined in Penal Code 261 is an act of sexual intercourse accomplished with a person not the spouse of the perpetrator, under a number of circumstances including but not limited to where a person is incapable of giving legal consent, is accomplished by means of force, or for some other reason where a person has not legally consented to the act.
- Inducing consent to sexual act by fraud or fear as defined in Penal Code Section 266(c) is sexual penetration, oral copulation, or sodomy when consent is procured by false or fraudulent representation or pretense that is made with the intent to create fear, and which does induce fear, and that would cause a reasonable person in like circumstances to act contrary to the person's free will.

- Lewd or lascivious acts involving children as defined in Penal Code Section 288 is the committing of acts upon or with the body of a child who is under the age of 14 years, with the intent of arousing, appealing to, or gratifying the lust, passions, or sexual desire of either the person committing the acts or the child.
- Oral copulation as defined in Penal Code Section 288a is the act of copulating the mouth of one person with the sexual organ or anus of another person.
- Penetration by a foreign object as defined in Penal Code Section 289 occurs when a person by means of force, violence, duress, menace, or fear of immediate and unlawful bodily injury causes the penetration, however, slight, of the genital or anal openings of any person.
- Sexual battery as defined in Penal Code Section 243.4 is the touching of an intimate part of another person while that person is unlawfully restrained by the accused or an accomplice, if the touching is against the will of the person touched and is for the purpose of sexual arousal, sexual gratification, or sexual abuse.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
- p) Unlawfully offered/arranged to sell/negotiated to sell/sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing as defined in Section 32050.
- s) Aided or abetted in the infliction or attempted infliction of physical injury of another person, as defined by Penal Code, Section 31.

E.C. 48900.2

A student in grades 4-12, inclusive, may be suspended from school if the principal determines that the student has committed sexual harassment as defined in E.C. 212.5, provided that the conduct is considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment.

- In general sexual harassment is defined to mean unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature.
- A detailed definition is found in Section 12: nondiscrimination/harassment.
- Guidelines for administrative investigation of sexual harassment complaints are outlined in Section 12: nondiscrimination/harassment.
- Reporting form in Section 12: nondiscrimination/harassment.

E.C. 48900.3

A student in any of grades 4 to 12, inclusive, may be suspended from school if the principal of the school in which the student is enrolled determines that the student has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

- In general hate violence is defined as the use of force or threat of force to intimidate or injure a person or a person's property because of that individual's race, color, religion ancestry, national origin, disability, gender, or sexual orientation.
- A detailed definition of hate violence is found in subdivision (e) of Section 233 of the Education Code. E.C. 233 (e) refers you to P.C. 422.6 (interference with exercise of civil rights; damaging property; punishment; speech) and P.C. 422.7 and 422.75 (aggravating factors for punishment).
- The person engaging in hate violence must have the ability to carry out the threat; the threat against property must cause damages in excess of \$500.

E.C. 48900.4

A student enrolled in any of grades 4 to 12, inclusive, may be suspended from school if the principal of the school in which the student is enrolled determines that the student has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.

- All three (3) sub-clauses must be true before charging E.C. 49800.4
- E.C. 48900.4 may be charged against a student who committed an act off campus that results in creating a hostile educational environment for students on your campus and interferes with student attendance at school.

E.C. 48900.7

Made terrorist threats against school officials or school property, or both.

Use 48900.7 strictly for charges against school officials, not students.

For the purposes of this section, "terroristic threat" shall include:

- Any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000).
- With the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out
- Which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat
- And thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Grounds for Suspension and Expulsion Contained in §48915 (A) — §48915 (C)

§48915 (A)

The principal or superintendent shall immediately suspend, and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds; unless, after holding a conference, the principal finds that expulsion is inappropriate because of the particular circumstances.

- 1) Causing serious physical injury to another person, except in self-defense.

- Determining “Serious Bodily Injury” - Definitions taken from P.C. Section 243
- “Injury” means any physical injury which requires professional medical treatment.
- “Serious bodily injury” means a serious impairment of physical condition including, but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement.

- 2) Possession of any knife or other dangerous object of no reasonable use to the student.
- 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 the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
- 4) Robbery or extortion.
- 5) Assault/battery upon school employee, P.C. 240/242.

- Definition of P.C. 240: An assault is an unlawful attempt, coupled with a present ability to commit a violent injury on the person of another.
- Definition of P.C. 242: A battery is any willful and unlawful use of force or violence upon the person of another.

§48915 (C)

The principal or the superintendent of schools shall immediately suspend, pursuant to §48911 and shall recommend expulsion of a student that he or she determines has committed any of the following acts at school or at a school activity off school grounds. The governing board shall expel that student when-ever the principal or superintendent of schools and the governing board confirm that the student was:

- 1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student 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 the possession is verified by an employee of a school district.
- 2) Brandishing a knife at another person. Brandish: to waive or flourish menacily. To display ostentatiously. (The American Heritage Dictionary, 4th Edition, 2001)
- 3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- 4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section E.C. 48900 or committing a sexual battery as defined in subdivision (n) of Section E.C. 48900.
- 5) Possession of an explosive, as defined by E.C. 48915(h).

The Administrative Panel, after finding that the student committed any of the acts listed in 48915 (c), shall recommend the student's expulsion to the governing board.

The governing board shall expel the student and refer that student to a program of study appropriately prepared to accommodate students who exhibit discipline problems. The referral shall not be to a comprehensive middle or high school or housed at the school site attended by the student at the time the expulsion was recommended.

Students expelled under Section (A) or (C) of E.C. 48915 shall not be permitted to enroll in any **other** school or school district during the period of expulsion unless it is a County Community School or a Juvenile Court School or Community Day School run by the district.

Additional or Dual Finding Required for Violations other than 48915(c)

The school official must prove by presenting evidence that a student committed the violation(s) with which he/she has been charged AND EITHER of the following:

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

The only charges exempted from a dual finding are E.C. 48915 Subsection (C) "the big five" possessing, selling or furnishing a firearm, selling a controlled substance, brandishing a knife, committing or attempting to commit sexual assault/battery, or possessing an explosive device.

PROCEDURAL SAFEGUARDS, LIMITATIONS

Alternatives to Suspension

E.C. 48900 (u)

A superintendent or principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

Community Service on School Grounds During Non-School Hours:

Alternative Disciplinary Action

E.C. 48900.6

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the area of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

Authority to Suspend

The Education Code clearly describes misconduct that can result in student suspension and expulsion. Knowing where and when the misconduct occurs is important in determining the authority to suspend. Consider the following Education Code Sections:

E.C. 48900 (r)

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur 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

E.C. 44807

Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess.

E.C. 48900 (v)

It is the intent of the legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

These sections provide definition to the school administrator's authority to suspend with regard to time and place limitations.

There are also practical limitations that exist, especially regarding students' travelling to and from school. School administrators are advised to communicate this authority to students and parents, but to exercise caution when strictly enforcing all acts of misconduct in the community as they go to and from school. It is not practical, nor is it desirable for school authorities to take on the responsibility of managing student behavior in the community.

When determining whether to suspend or recommend expulsion for misconduct occurring (in the community) while a student is travelling to and from school, the following should be considered:

1. Did the misconduct occur on the student's most direct and usual route to/from school?
2. What impact does the misconduct have on the school environment?
3. Is access to the school or exit from the school impacted by the misconduct?

When there is little or no impact at school, misconduct occurring while a student is going to/from school should be considered an issue for the parents and police, if appropriate, to resolve.

When the misconduct occurs on most direct route and usual route to/from school, and there is a significant impact on the school environment or access routes to/from the school, school officials should consider taking appropriate disciplinary action.

PROCEDURAL SAFEGUARDS

Conducting a Principal's Conference and Extension of Suspension

1. Procedures for suspension listed in the Student Conduct, Welfare and Discipline manual apply.
2. Expulsion must be preceded by a Principal's Conference. A decision to recommend expulsion cannot be made until a Principal's Conference is held, to which the student and the student's parents have been invited to attend.
3. Prior notice of the Principal's Conference must be provided to the parent. When possible, written notification should occur two days prior to the conference. When this is not possible, the parent must be given a notification letter at the beginning of the conference.
4. Principal's Conference may be held without parents. Non-attendance should be noted in the written materials included in the expulsion packet, and efforts to invite the parents should be documented.
5. The principal and parent may invite any person with relevant information to the Principal's Conference.
6. Tape recording the conference is permissible. Principals are not encouraged to tape record. If a parent tape records a conference, the principal should obtain a tape recorder and make recordings also.
7. Written minutes from the Principal's Conference are not required, but often are useful if the case proceeds to an expulsion hearing.
8. Principal's Conference must be held before the end of the student's original suspension period, typically within 5 days. If it is held after the suspension period has ended, the student has the right to return to school at the end of the suspension period even if the principal intends to recommend expulsion.
9. At the Principal's Conference, the principal should:
 - a. Introduce everyone.
 - b. Cite reasons for the Principal's Conference.
(Example: "The Principal's Conference is a formal hearing scheduled when a student commits a serious offense that can result in a recommendation for expulsion. The purpose of the conference is to review the incident and give everyone in attendance an opportunity to become familiar with what is known about the incident and to provide relevant information related to the incident. Following this conference, the principal will decide an appropriate course of action to take with the student. Actions can include keeping the student at the school with a behavior contract or other program modifications, involuntarily transferring the student to another school, or recommending expulsion.")
 - c. State the charge(s) from the suspension form and provide all relevant information and evidence known about the incident.
 - d. Provide an opportunity for the student and parent to respond and to state any additional information.
 - e. Ask any relevant clarifying questions.
 - f. Ask the student and parent for closing comments.
 - g. Let the student and parent know about the timeline for the principal's decision to recommend expulsion. Please note that a decision must be made before the student's suspension period ends, or the student must return to school.

10. If a decision to recommend expulsion is made:
 - a. The student's suspension may be extended if there is a finding the presence of the student at the school or in an alternative school would cause a danger to persons or property or a threat of disrupting the instructional process.
 - i. All students may be suspended pending the expulsion hearing.
 - ii. If extension of suspension is recommended, principals must refer student to student services for interim placement.
 - b. If the student is a Student with Disabilities under the IDEA or 504, the principal shall notify the student and parent that a manifestation determination/pre-expulsion IEP or 504 meeting must be held before the expulsion process can proceed. See **Expulsion of Student with Disabilities under the IDEA and Section 504** for procedure.

EXPULSION HEARING AND WAIVER PROCEDURE

The decision to expel rests with the governing board. In order that students and their parents are treated fairly, the Board establishes the following due process procedures. Note: Early communication with a Student Services' administrator is encouraged to review required steps and/or to discuss any questions to the pre-expulsion process.

Under the California Education Code, all students recommended for expulsion are entitled to an impartial hearing. The timeline of steps taken to consider a recommendation for expulsion are also governed by the Education Code. The Mt. Diablo Unified School District respects and complies with the timeline and fact finding requirements prescribed in the California Education Code, Section 48918.

DISTRICT ADMINISTRATIVE PANEL

Pursuant to E.C. 48918(d), in lieu of conducting expulsion hearings itself, the governing board directs that an impartial administrative panel hear expulsion cases.

Each panel shall be composed of three or more certificated persons, none of whom shall be members of the Board or employed on the staff of the school in which the student is enrolled.

In certain expulsion cases, students and their parents/guardians wish to expedite the expulsion process by waiving their right to the expulsion hearing and the timeline governing the expulsion process.

When parents/guardians make such a request, an alternative process that eliminates the need for an expulsion hearing and expedites the timeline may be used. The advantages of this process include:

- Expedited placement of the student in an alternative educational program.
- Elimination of the need for the student and parent/guardian to appear before an administrative panel to review the incident that led to the expulsion recommendation.

**REINSTATEMENT FROM EXPULSION STATUS FOR GENERAL EDUCATION
AND SECTION 504 ELIGIBLE STUDENTS**

In order for a student to be readmitted to the school district, the student must meet the conditions of his/her rehabilitation plan and appear at a readmission hearing conducted before an administrative panel.

Upon completion of the readmission process, the governing board shall readmit unless it makes a finding that the student has not met the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other students or employees of the district. Education Code, Section 48916, subd. (c).

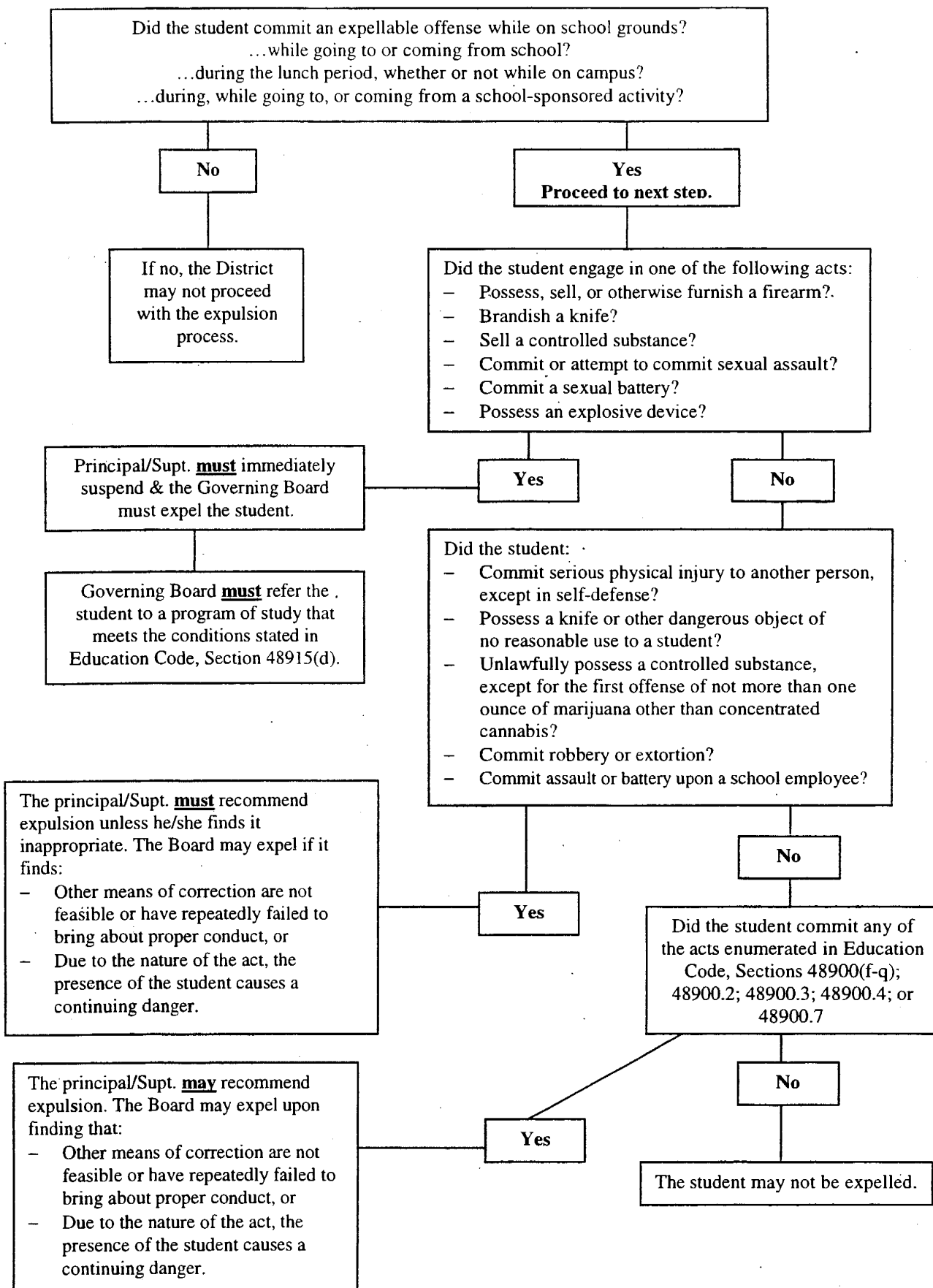
If a student is denied readmission, the board must determine to either continue placement in an alternative educational program that was used during the expulsion period, or to place the pupil in another program. Ed. Code, Section 48916, subd. (d).

If a student is denied readmission, the student and parent must be provided written notice stating the reasons and identifying the alternative educational program. Ed. Code, Section 48916, subd. (e).

On determination that a student has been inadvertently admitted to school after an expulsion and without a Readmission or Admission Hearing, the student shall be dropped from school until such a hearing is requested and held. Please call Student Services immediately.

For Reinstatement of Students with Disabilities under the IDEA, please refer to "Expulsion of Students with Disabilities Under the IDEA" section that follows.

Student Expulsion Chart



EXPULSION OF STUDENTS WITH DISABILITIES UNDER THE IDEA

Contact your Program Specialist with any questions.

Definition

A student with previously identified exceptional needs is defined as “an individual with disabilities pursuant to the Individuals with Disabilities Education Act.” In other words, any student with an active IEP, or a student who, because of his/her disability, is eligible for special education services must be considered as an individual with disabilities, or a student with exceptional needs. Such a student would be entitled to the procedural safeguards described in this section.

Procedural Safeguards/IDEA 2004

When determining any course of discipline with a student with disabilities under the IDEA, administrators must follow the procedural safeguards that exist in federal (Individual with Disabilities Education Improvement Act, 2004) and state law. Violation of these procedural safeguards constitute a violation of the student’s civil rights and may serve as grounds for the discipline being disallowed. Students with exceptional needs can be disciplined, but administrators must follow identified procedures when determining disciplinary action.

The following pre-expulsion procedure shall be used when a student with exceptional needs commits an offense for which student expulsion is considered.

PREVIOUSLY UNIDENTIFIED STUDENTS

A pupil not previously identified as a student with disabilities under the IDEA who violates a behavior rule may claim protection as provided to individuals identified with exceptional needs **if there was knowledge that the student had a disability** before the behavior violation occurred.

Knowledge arises when:

1. The parent has expressed concern in writing to supervisory or administrative personnel or a teacher of the student, that the student is in need of special education and related services.
2. The parent of the student has requested an evaluation of the student.
3. The teacher or other school personnel expressed specific concerns about a pattern of the student’s behavior and/or performance. The concern must be expressed in accordance with the district’s established special education referral process, to supervisory personnel of the school or district.

A public agency is not deemed to have knowledge when:

1. The agency conducted a special education evaluation and determined the student was not a student with a disability under the IDEA, or
2. The parent has not allowed an initial evaluation of the student or has refused initial services after an initial evaluation.

If there was no prior knowledge, disciplinary measures can be applied as to all general education pupils.

If a parent/guardian indicates they believe their student should have been previously identified, contact the Director, Student Services for assistance.

If the parent requests an evaluation for a student who has not been assessed recently and found ineligible, the evaluation shall be conducted in an expedited manner. If the student is found to be a student with a disability, the student will receive special education services as determined by the IEP team.

PROCEDURES TO FOLLOW FOR MANIFESTATION AND FUNCTIONAL BEHAVIORAL ASSESSMENTS AND IEP MEETING

1. Suspension

Procedures listed in the Suspension of Students with Disabilities section of the Student Conduct, Welfare and Discipline manual apply.

2. Principal's Conference

Procedures listed in the Principal's Conference–Expulsion section of the Student Conduct, Welfare and Discipline manual apply. The principal must recommend expulsion for the pre-expulsion process described below to proceed.

The expulsion hearing shall to be conducted until after completion of:

- a. The Psychologist Manifestation Determination Report, and
- b. The IEP team meeting to make the manifestation determination.

3. Manifestation Determination and Functional Behavioral Assessment

If school administration seeks to order a change in placement that would exceed 10 cumulative school days (i.e. place the student up for an expulsion hearing) and the behavior that gave rise to the violation is determined **not** to be a manifestation of the student's disability:

- a. The relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner and for the same duration in which the procedures would be applied to students without disabilities except that the students must receive education in a setting that provides FAPE. This may be provided in an alternative educational setting.
- b. FAPE means the student is to continue to participate in the general curriculum and progress towards meeting the goals set out in the students' IEP, and receive services according to the behavior support plan or positive behavioral intervention plan.
- c. The alternative setting is determined by the IEP team. If the parent disagrees with the IEP team determination, the parent may challenge this in a due process hearing. During the pendency of the due process hearing, the student remains in the alternative setting.

4. Scheduling the IEP

The IEP team meeting shall be held within 10 school days of decision to go beyond 10 cumulative days in a school year or the principal's decision to recommend expulsion.

5. Psychologist Manifestation Determination Report

In MDUSD, the school psychologist will review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parents and make a recommendation regarding whether the misconduct is a manifestation of the student's disability. A summary report of findings will be completed referencing all the sources. If the psychologist feels that additional assessments must be completed in order to complete this manifestation report, an assessment plan must be signed by the parent. If the parent refuses consent to an assessment which the school psychologist feels is necessary, refer the issue to Assistant Superintendent, Pupil services and Special Education.

6. **Manifestation Determination IEP Team Meeting**

As a first step in the manifestation determination process, the school and parent must determine the relevant members of the IEP team who should attend the IEP team meeting. The IEP team shall review all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parents, as well as the psychologist summary of findings to determine whether the misconduct is a manifestation of the student's disability.

A MDUSD IEP Manifestation Determination Finding form must be completed to document the review and team's determination.

The team determines:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, or
- b. If the conduct in question was the **direct result** of the school or district's failure to implement the IEP.

If the answer to 1 or 2 is yes, then the conduct shall be determined to be a manifestation of the student's disability.

** If it is determined that the misconduct is not a manifestation of the student's disability, the student may be excluded from school in the same manner as are similarly-situated students who do not have disabilities as long as they receive FAPE as described above.

7. **Determination that the behavior was a manifestation:**

If it is determined that the misconduct was a manifestation of the student's disability, the student should be allowed to return to school and the IEP team shall:

- a. Conduct a functional behavioral assessment and implement a BSP or PBIP, or
- b. Modify a previously developed BSP or PBIP, as necessary, to address the specific behavior.
- c. Return the student to the placement from which the student was removed, unless the parent and school or district agree to a change in placement as part of the modification of the BSP or PBIP.

The MDUSD Manifestation Determination Finding form should be used to document the IEP team's determination with regard to these questions.

8. **Special Circumstances – Interim Alternative Setting**

If the IEP team determines the student's action is a manifestation of his disability, or after placing the student in an interim alternative setting for not more than 45 school days for misconduct involving a weapon or drugs or serious bodily injury:

- a. The student shall continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, even if in an alternative setting, and to progress toward meeting the goals set out in the student's IEP.
- b. If the student does not have a Behavior Support Plan (BSP) or Positive Behavior Intervention Plan (PBIP), the IEP team meeting shall conduct a functional behavioral assessment (FBA), and develop a BSP or PBIP designed to address the behavior violation so that it does not reoccur.
- c. If the student has a BSP or PBIP, the IEP team must review the plan as necessary and make changes designed to address the behavior violation so that it does not reoccur.

9. **Placement During the Expulsion Process**

- a. If the IEP team determines that the student is subject to expulsion, the IEP team shall determine an interim placement for the student pending the expulsion hearing. For weapon or drug violations, or serious bodily injury upon another person, refer to next section on 45 School Day Interim Alternative Education Setting.
- b. The interim placement is determined by the IEP team. Two district options for the interim placement include the Home/Hospital Program and the Diablo Day Community School. Availability of space must be determined by contacting the Director of Alternative Education prior to the IEP team meeting. A representative from the proposed interim placement programs must be in attendance.
- c. If the parent disagrees with the IEP team determination, the parent may challenge this in a due process hearing. During the pendency of the due process hearing, the student remains in the alternative setting.

Note: When giving consideration for temporary placement during a manifestation IEP meeting, the team must first involve and get pre-authorization from the program being considered for placement a minimum of one day prior to the IEP meeting. (Ex. Home and Hospital and/or Diablo Day). All questions regarding this procedure should be directed to Student Services. If a representative of the program being considered is not available, it is appropriate to a phone call to the Director of Alternative Education or Diablo Day Administration.

10. **Expulsion Process following Manifestation Determination IEP and/or Administrative Hearing Panel**

- a. If the recommendation for expulsion continues following the Manifestation Determination IEP meeting, the Director, Student Services should be notified immediately.
- b. *If the recommendation for expulsion is denied by the administrative hearing panel or MDUSD Board of Education*, an IEP team meeting must be convened as soon as possible by the home school with the interim placement program in attendance to determine the educational placement of the student. During this period, the student remains in the interim placement. If the administrative hearing panel or associate superintendent has recommended administrative transfer to another school, a representative of the proposed school must be in attendance. Staff should not be encouraged to expect that the student will attend a different school. Parent consent is required for change in placement.
- c. *If the recommendation for expulsion is approved by the administrative hearing panel*, the home school must pre-schedule an IEP meeting to be held as soon as possible after the School Board ratifies or denies the expulsion, as stated in number 11 below.

11. **Placement During Period of Expulsion**

- a. If the student is expelled by the Board of Education, an IEP team meeting is held as soon as possible to determine and document the placement of the student during the expulsion period.
- b. This IEP will involve representatives of the student's home school, the program specialist, the case manager/Special Education teacher, a representative of the program providing interim services, and a representative of the proposed placement during the period of expulsion.

- c. The period of the expulsion placement must be noted in the student's IEP.
- d. The expulsion placement is not a long term placement.
- e. All annual and 3-year information must be updated if due within 6 months.

DUE PROCESS

Case by Case Determination

School administration may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

Procedural Protections Regarding a "Change in Placement"

When suspensions constitute a "change in placement," the student and his or her parent or guardian are entitled to procedural protections (See definition of change in placement on page 3-24). These protections include:

1. Appropriate notice to parents or guardian
2. An opportunity to examine the student's records
3. A due process hearing with the participation of parents or guardians which may include representation by counsel and a review procedure

Thus, if, after a Manifestation Determination and FBA, the parents disagree with the determination regarding the relationship of the behavior to the disability, or with the placement proposal, they may request a due process hearing.

In addition, if the local educational agency believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, the district may request a hearing.

Placement during Appeals

When an appeal has been requested of the Hearing Office by the district or the parents:

1. The student will remain in the interim placement pending the decision of the hearing officer or until the expiration of the 45 day placement which may be 45 school days or the suspension period as applicable to general education students, unless the parent and district agree otherwise; and
2. The hearing office shall arrange for an expedited hearing which shall occur within 20 school days of the date the hearing is requested, and shall result in a determination within 10 school days after the hearing.

Readmission Following Period of Expulsion

1. No later than two weeks prior to the end of the expulsion period, a Readmission Hearing is scheduled to determine if the student has met the terms of his/her rehabilitation plan.
2. If the student is readmitted to the District, an IEP team meeting is held at the conclusion of the Readmission Hearing to determine the new placement.

3. If the student is denied readmission and the Board recommends an alternative educational program, an IEP meeting is held to address the new placement recommendation.
4. These IEPs will be scheduled by the student's home school. In attendance should be representatives from the home school, the program specialist, and the program providing interim services. Representatives from the school(s) where the student may be placed should also attend. The IEP team must include an administrator, a general and special education teacher, and parents must be invited.

For additional information regarding readmission, see p. 6-13.

45 DAY INTERIM ALTERNATIVE EDUCATION SETTING FOR WEAPON/DRUG/SERIOUS BODILY INJURY VIOLATIONS

If a student with disabilities under the IDEA, while at school, on school premises, or at a school function,

1. Carries a weapon or
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of controlled substances, or
3. Inflicts serious bodily injury upon another person

Student Services has the authority to place the student in an Interim Alternative Education Setting for up to 45 school days. The IEP team selects the location of the interim alternative educational setting (Note: The Diablo Day School is one district option for the Interim Alternative Education Setting. Availability of space must be determined by contacting the Director of Alternative Education prior to the IEP team meeting. A representative of the alternate setting must be in attendance at the IEP team meeting.)

When such misconduct occurs, the principal should:

1. Confirm that a weapon and/or an illegal drug or controlled substance or resultant serious bodily injury was involved in the misconduct.
2. Notify the parent/guardian of the misconduct, the need to suspend the student, and the need to schedule an IEP to complete a manifestation determination and initiate an Interim Alternative Education placement. Parents must be provided with a copy of their procedural safeguards notice with the suspension notice.
3. Contact Student Services to request a recommendation of an Interim Alternative Education Setting.
4. Availability of space in either Diablo Day or Home/Hospital must be determined by contacting the Director of Alternative Education prior to the IEP team meeting.
5. Notify the school psychologist to complete a summary report of findings of a review of the records.
6. Schedule the IEP team meeting with the parent/guardian and the administrator of the proposed Interim Alternative Education Setting. The parent/guardian should be given reasonable notice and the IEP team should meet before the end of the 5 day suspension and in no case later than 10 school days after the decision to suspend for more than 10 cumulative days in school year.

7. Conduct the IEP. The principal should:
 - a. Follow standard protocol for conducting an IEP.
 - b. Confirm the nature of the student's offense with the student and parent/guardian(s).
 - c. Conduct a manifestation determination.
 - d. Determine the Interim Alternative Education Setting.
 - e. Review the student's Behavior Support Plan or Positive Behavioral Intervention Plan. If none exists, develop a Behavior Support Plan or develop an assessment plan to complete a Functional Behavior Assessment or a Functional Analysis Assessment.
 - f. Include in the IEP services and/or modifications designed to prevent the misconduct from recurring.
 - g. Complete an IEP face sheet to document the placement and services for the 45 school day period.
 - h. At this time schedule the next IEP to be held before the end of the 45 school day period to determine a new placement or return the student to the previous placement.
 - i. Direct the parent/guardian to complete registration at the Interim Alternative Education Setting to enroll the student at a designated time.
 - j. Complete the Special Education Transportation Request Form, if needed.
8. Expulsion timelines are not changed as the result of a 45 school day placement. Refer to Expulsion section of MDUSD Student Conduct, Welfare, and Discipline manual for applicable timelines for holding an expulsion hearing

Expulsion of Students with Disabilities under the IDEA

Student commits an offense that subjects the student to expulsion consideration.

Student is suspended.
(Refer to "Suspension of Students with Disabilities under the IDEA" for suspension limitations!)
Student may be suspended for up to 5 consecutive school days for a single offense.

Conduct Principal's Conference.

If recommended for expulsion, the suspension can be extended pending expulsion if the student would cause a danger to person or property of others or disturbing the education process. The student must receive FAPE after 10 cumulative days. FAPE may be provided in an alternative educational setting. The alternative setting is determined by the IEP team.

If expulsion is recommended, the psychologist shall conduct the manifestation determination review, write a summary report of findings, and assist in drafting a BSP (or draft revisions of a BSP or PBIP.)

A manifestation determination IEP team meeting shall be held within 10 school days following the decision to go beyond 10 cumulative days in a school year or the principal's decision to recommend expulsion. The suspension may be extended beyond pending expulsion following the principal's conference. A BSP or PBIP must also be completed at this meeting.

The IEP team may determine the behavior of the student was not a manifestation of the student's disability if:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, or
2. If the conduct in question was the direct result of the school or district's failure to implement the IEP.

If the IEP team determines that the misconduct was caused by, or had a direct and substantial relationship to the student's disability, or that the conduct in question was the direct result of the school or district's failure to implement the IEP, the process leading to expulsion may not proceed.

If it is determined that the misconduct was a manifestation of the student's disability, the IEP team shall conduct a FBA and implement or modify a BSP or PBIP. The student should be returned to school unless under special circumstances the parent and district agree to a change in placement as part of the modification of the BSP or PBIP.

If it is determined that the misconduct was not a manifestation of the student's disability, the student shall be excluded from school in the same manner as general ed students as long as they receive FAPE following the 10th cumulative day. The IEP team determines the location of these services, and they can be provided in an alternative setting. The BSP or PBIP shall be written or modified to prevent the reoccurrence of the misconduct. The student shall be subject to expulsion in accordance with procedures that apply to all students, unless the parent/guardian requests a due process hearing.

If the conduct involves a weapon or illegal substance, or serious bodily injury, the IEP team can make an immediate 45-day placement. Options include Diablo Day School and Home/Hospital Program. An IEP should be completed indicating that a 45-day placement is being made due to a violation listed above. The IEP team should meet again before the 45 days are over.

If the IEP team determines that the student is subject to expulsion, the IEP team shall determine an interim placement for the student. The MDUSD Home/Hospital program and Diablo Day School are two district options that teams may consider. Availability of space must be determined by contacting the Director of Alternative Education prior to the IEP team meeting.

Expulsion documentation needed:
Completed IEP team meeting forms, BSP or PBIP, if necessary, Manifestation Determination form and psychologist's report.

EXPULSIONS OF STUDENTS WITH DISABILITIES UNDER SECTION 504

Students with disabilities under Section 504 are subject to expulsion for violations of E.C. 48900. In order for a student with disabilities under Section 504 to be considered for expulsion, procedures must be followed that do not violate the procedural safeguards protecting these students.

The following pre-expulsion procedure shall be used when a student with disabilities under Section 504 commits an offense for which the student is considered.

Definition

A student with previously identified disabilities eligible for Section 504 accommodations is any student with an active Section 504 accommodation plan ("AP"). Such a student would be entitled to the procedural safeguards described in this section.

Procedural Safeguards

When determining any course of discipline with a student with disabilities under Section 504, administrators must follow the procedural safeguards that exist in federal and state law. Violation of these procedural safeguards constitutes a violation of the student's civil rights and may serve as grounds for the discipline being disallowed. Students with disabilities can be disciplined, but administrators must follow identified procedures when determining disciplinary action.

The following pre-expulsion procedure shall be used when a student with a disability commits an offense for which student expulsion is considered.

PREVIOUSLY UNIDENTIFIED STUDENTS

A pupil not previously identified as a student with disabilities under Section 504 who violates a behavior rule may claim protection as provided to individuals identified with exceptional needs **if there was knowledge that the pupil had a disability** before the behavior violation occurred.

Knowledge arises when:

1. The parent has expressed concern in writing to supervisory or administrative personnel or a teacher of the student, that the student is in need of Section 504 accommodations and related services.
2. The parent of the student has requested an evaluation of the student.
3. The teacher or other school personnel has expressed specific concerns about a pattern of the student's behavior and/or performance. The concern must be expressed in accordance with the district's established Section 504 referral process, to supervisory personnel of the school or district.

A public agency is not deemed to have knowledge when:

1. The agency conducted a Section 504 evaluation and determined the student was not a student with a disability under Section 504, or
2. The parent has not allowed an initial evaluation of the student or has refused initial services after an initial evaluation.

If there was no prior knowledge, disciplinary measures can be applied as to all general education pupils.

If a parent/guardian indicates they believe their student should have been previously identified, contact the Director, Student Services for assistance.

If the parent requests an evaluation for a student who has not been assessed recently and found ineligible, the evaluation shall be conducted in an expedited manner. If the student is found to be a student with a disability, the student will receive accommodations as determined by the Section 504 team.

PROCEDURES TO FOLLOW FOR MANIFESTATION AND FUNCTIONAL BEHAVIORAL ASSESSMENTS AND IEP MEETING

1. Suspension

Procedures listed in the Suspension of Students with Disabilities under Section 504 section of the Student Conduct, Welfare and Discipline manual apply.

2. Principal's Conference

Procedures listed in the Principal's Conference-Expulsion section of the Student Conduct, Welfare and Discipline manual apply. The principal must recommend expulsion for the pre-expulsion process described below to proceed.

The expulsion hearing shall not be conducted until after completion of:

- a. The Psychologist Manifestation Determination report, and
- b. The Section 504 team meeting to make the manifestation determination.

3. Pre-Expulsion Manifestation Determination and Functional Behavioral Assessment

If school administration seeks to order a change in placement that would exceed 10 cumulative school days (i.e. place the student up for an expulsion hearing) and the behavior that gave rise to the violation is determined not to be a manifestation of the student's disability,

- a. The relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner and for the same duration in which the procedures would be applied to students without disabilities except that the students must receive education in a setting that provides FAPE. This may be provided in an alternative educational setting.
- b. FAPE means the student is to continue to participate in the general curriculum and progress towards meeting the goals set out in the students' accommodation plan, and receive services according to the behavior support plan or positive behavioral intervention plan.
- c. The alternative setting is determined by the Section 504 team. If the parent disagrees with the Section 504 team determination, the parent may challenge this in an impartial hearing. During the pendency of the impartial hearing, the student remains in the alternative setting.

4. Scheduling the Section 504 meeting

The Section 504 team meeting shall be held within 10 school days of the decision to go beyond 10 cumulative days in a school year or the principal's decision to recommend expulsion.

5. Psychologist Manifestation Determination Report

In MDUSD, the school psychologist will review all relevant information in the student's file, including the accommodation plan, any teacher observations, and any relevant information provided by the parents and make a recommendation regarding whether the misconduct is a manifestation of the student's disability. A summary report of findings will be completed referencing all the sources. If the psychologist feels that additional assessments must be completed in order to complete this manifestation report, an assessment plan must be signed by the parent. If the parent refuses consent to an assessment which the school psychologist feels is necessary, refer the issue to Director, Student Services.

6. **Pre-expulsion Section 504 Team Meeting**

As a first step in the manifestation determination process, the school and parent must determine the relevant members of the Section 504 team who should attend the Section 504 team meeting. The Section 504 team shall review all relevant information in the student's file, including the accommodation plan, any teacher observations, and any relevant information provided by the parents, as well as the psychologist summary of findings to determine whether the misconduct is a manifestation of the student's disability.

A MDUSD Section 504 Manifestation Determination Finding Form must be completed to document the review and team's determination.

The team determines

- a. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, or
- b. If the conduct in question was the direct result of the school or district's failure to implement the accommodation plan.

If the answer to 1. or 2. is yes, then the conduct shall be determined to be a manifestation of the student's disability.

- ** If it is determined that the misconduct is not a manifestation of the student's disability, the student may be excluded from school in the same manner as are similarly-situated students who do not have disabilities as long as they receive FAPE as described above.

7. **Determination that the behavior was a manifestation:**

If it is determined that the misconduct was a manifestation of the student's disability, the student should be allowed to return to school and the Section 504 team shall:

- a. Conduct a functional behavioral assessment and implement a BSP or PBIP, or
- b. Modify a previously developed BSP or PBIP, as necessary, to address the specific behavior.
- c. Return the student to the placement from which the student was removed, unless the parent and school or district agree to a change in placement as part of the modification of the BSP or PBIP.

The MDUSD Section 504 Manifestation Determination Finding form should be used to document the Section 504 team's determination with regard to these questions.

8. **Special Circumstances- Interim Alternative Setting**

If the Section 504 team determines the student's action is a manifestation of his disability, or after placing the student in an interim alternative setting for not more than 45 school days for misconduct involving a weapon or drugs or serious bodily injury:

- a. The student shall continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, even if in an alternative setting, and to progress toward meeting the goals set out in the student's accommodation plan.
- b. If the student does not have a Behavior Support Plan (BSP) or Positive Behavior Intervention Plan (PBIP), the Section 504 team meeting shall conduct a functional behavioral assessment (FBA), and develop a BSP or PBIP designed to address the behavior violation so that it does not reoccur.
- c. If the student has a BSP or PBIP, the Section 504 team must review the plan as necessary and make changes designed to address the behavior violation so that it does not reoccur.

9. **Placement During the Expulsion Process**
 - a. If the Section 504 team determines that the student is subject to expulsion, the Section 504 team shall determine an interim placement for the student pending the expulsion hearing. For weapon or drug violations, or serious bodily injury upon another person, refer to next section on 45 School Day Alternative Education Setting.
 - b. The interim placement is determined by the Section 504 team. Two district options for the interim placement include the Home/Hospital Program and the Diablo Day Community School. Availability of space must be determined by contacting the Director of Alternative Education prior to the Section 504 team meeting. A representative from the proposed interim placement programs must be in attendance.
 - c. If the parent disagrees with the Section 504 team determination, the parent may challenge this in an impartial hearing. During the pendency of the impartial hearing, the student remains in the alternative setting.
10. **Expulsion Process following Pre-expulsion Manifestation Determination meeting and/or Administrative Hearing Panel**
 - a. If the recommendation for expulsion continues following the pre-expulsion manifestation determination Section 504 meeting, the Director, Student Services should be notified immediately.
 - b. If the recommendation for expulsion is denied by the administrative hearing panel or MDUSD Board of Education, a Section 504 team meeting must be convened as soon as possible by the home school with the interim placement program in attendance to determine the educational placement of the student. During this period, the student remains in the interim placement. If the administrative hearing panel or associate superintendent has recommended administrative transfer to another school, a representative of the proposed school must be in attendance. Staff should not be encouraged to expect that the student will attend a different school.
 - c. If the recommendation for expulsion is approved by the administrative hearing panel, the home school must pre-schedule a Section 504 meeting to be held as soon as possible after the School Board ratifies or denies the expulsion, as stated in number 11 below.
11. **Placement During Period of Expulsion**
 - a. If the student is expelled by the Board of Education, a Section 504 team meeting is held as soon as possible to determine and document the placement of the student during the expulsion period.
 - b. This Section 504 meeting will involve representatives of the student's home school, a representative of the program providing interim services, and a representative of the proposed placement during the period of expulsion.
 - c. The period of the expulsion placement must be noted in the student's accommodation plan.
 - d. The expulsion placement is not a long term placement.

DUE PROCESS

Case by Case Determination

School administration may consider any unique circumstances on a case by case basis when determining whether to order a change in placement for a student with a disability who violates a code of student conduct.

Procedural Protections regarding a “change in placement”

When suspensions constitute a “change in placement” the student and his or her parent or guardian are entitled to procedural protections. These protections include:

1. Appropriate notice to parents or guardian
2. An opportunity to examine the student’s records
3. An impartial hearing with the participation of parents or guardians which may include representation by counsel and a review procedure

Thus, if, after a Manifestation Determination and FBA, the parents disagree with the determination regarding the relationship of the behavior to the disability, or with the placement proposal, they may request an impartial hearing.

Placement during appeals

When an appeal has been requested by the district or the parents:

1. The student will remain in the interim placement pending the decision of the hearing officer or until the expiration of the 45 day placement which may be 45 school days or the suspension period as applicable to general ed students, unless the parent and district agree otherwise; and
2. MDUSD shall arrange for an expedited hearing which shall occur within 20 school days of the date the hearing is requested, and shall result in a determination within 10 school days after the hearing.

Readmission Following Period of Expulsion

1. No later than two weeks prior to the end of the expulsion period, a Readmission Hearing is scheduled to determine if the student has met the terms of his/her rehabilitation plan.
2. If the student is readmitted to the District, a Section 504 team meeting is held at the conclusion of the Readmission Hearing to determine the new placement.
3. If the student is denied readmission and the Board recommends an alternative educational program, a Section 504 meeting is held to address the new placement recommendation.
4. These Section 504 meetings will be scheduled by the student’s home school, and will involve representatives of the home school, and the program providing interim services. Representatives from the school(s) where the student may be placed should also attend.

For additional information regarding readmission, see p. 6-13

45 DAY INTERIM ALTERNATIVE EDUCATION SETTING FOR WEAPON/DRUG/SERIOUS BODILY INJURY VIOLATIONS

If a student with disabilities under Section 504, while at school, on school premises, or at a school function,

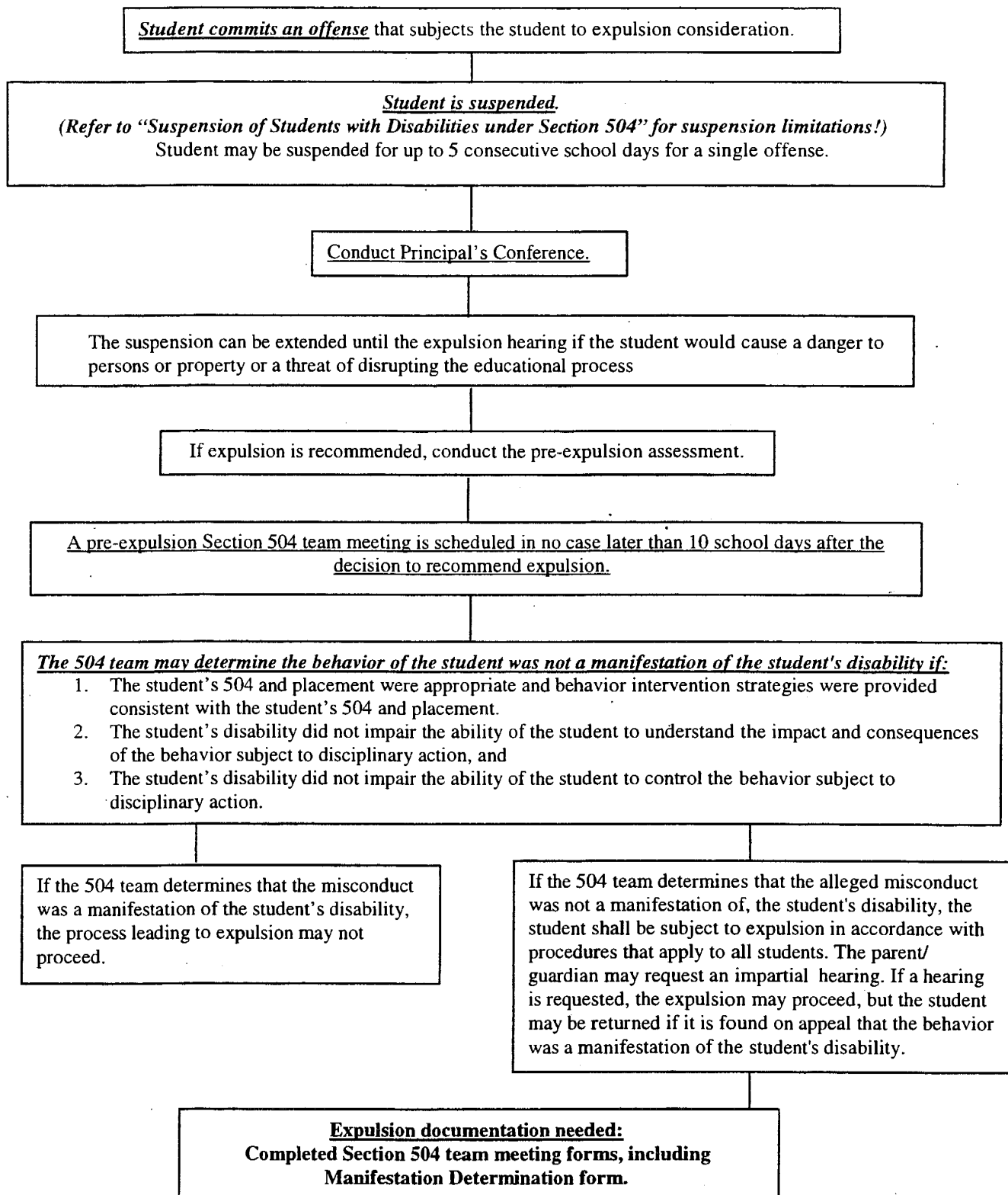
1. Carries a weapon or
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of controlled substances, or
3. Inflicts serious bodily injury upon another person.

Student Services has the authority to place the student in an Interim Alternative Education Setting for up to 45 calendar days. The Section 504 team selects the location of the interim alternative educational setting (Note: The Diablo Day School is one district option for the Interim Alternative Education Setting. Availability of space must be determined by contacting the Director of Alternative Education prior to the Section 504 team meeting. A representative of the alternate setting must be in attendance at the Section 504 team meeting.)

When such misconduct occurs, the principal should:

1. Confirm that a weapon and/or an illegal drug or controlled substance or resultant serious bodily injury was involved in the misconduct.
2. Notify the parent/guardian of the misconduct, the need to suspend the student, and the need to schedule a Section 504 meeting to complete a manifestation determination and initiate an Interim Alternative Education placement. Parents must be provided with a copy of their procedural safeguards notice with the suspension notice.
3. Contact Student Services to request a recommendation of an Interim Alternative Education Setting.
4. Availability of space in either Diablo Day or Home/Hospital must be determined by contacting the Director of Alternative Education prior to the Section 504 team meeting.
5. Notify the school psychologist to complete a summary report of findings of a review of the records.
6. Schedule the Section 504 team meeting with the parent/guardian and the administrator of the proposed Interim Alternative Education Setting. The parent/guardian should be given reasonable notice and the Section 504 team should meet before the end of the 5 day suspension and in no case later than 10 school days after the decision to suspend for more than 10 cumulative days in the school year.
7. Conduct the Section 504 meeting. The principal should:
 - a. Follow standard protocol for conducting a Section 504 meeting.
 - b. Confirm the nature of the student's offense with the student and parent/guardian(s).
 - c. Conduct a manifestation determination.
 - d. Determine the Interim Alternative Education Setting.
 - e. Review the student's Behavior Support Plan or Positive Behavioral Intervention Plan. If none exists, develop a Behavior Support Plan or develop an assessment plan to complete a Functional Behavior Assessment or a Functional Analysis Assessment.
 - f. Include in the accommodation plan services and/or modifications designed to prevent the misconduct from recurring.
 - g. Complete a Section 504 face sheet to document the placement and services for the 45 school day period.
 - h. held before the end of the 45 school day period to determine a new placement or return the student to the previous placement.
 - i. Direct the parent/guardian to complete registration at the Interim Alternative Education Setting to enroll the student at a designated time.
 - j. Complete the Transportation Request Form, if needed.
8. Expulsion timelines are not changed as the result of a 45 school day placement. Refer to Expulsion section of MDUSD Student Conduct, Welfare, and Discipline manual for applicable timelines for holding an expulsion hearing.

Expulsion of Students with Disabilities under Section 504



PREPARING THE EXPULSION PACKET

(See page 6-45 for an overview and check list of required items and the order in which they should be submitted.) All of the following must be included in the packet:

- Recommendation for Expulsion Form #1949 (see sample)
- Recommendation for Principal's Expulsion Letter (see sample)
- Summary of Principal's Conference to Review Charges and Evidence (see sample)
- School Conference Notification Letter (see sample)
- Witnesses and Statements [E.C. 48918(f)]: the school must provide witnesses at the hearing or submit dated and signed statements, depending on the situation. Parent permission should be sought prior to having a student testify at a hearing and also prior to submitting sworn reluctant witness statements.
- For students with disabilities under the IDEA, submit IEP, and FBA. Include assessments, manifestation determination, IEP forms, notice of IEP meeting, conference notes, and BSP or PBIP if applicable.
- For student with disabilities under Section 504, submit pre-expulsion evaluation, including manifestation determination, BSP, assessments and revised Section 504 plan as applicable.

Any written statement is hearsay if offered to prove a particular point. Documents such as witness declarations, and police reports are hearsay, and cannot be the sole evidence to expel. In order to avoid the hearsay limitation, the school should have at least one person who witnessed the event(s) in question testify at the hearing to present direct evidence supporting the expulsion recommendation. A "sworn declaration" as discussed on page 6-29 can also be presented if the witness is reluctant due to fear. A blank form for duplication and an example is located on pages 6-59 and 6-61.

An exception to the hearsay rule occurs when the accused student makes a verbal admission to a school administrator. The administrator's testimony of the student's admission can be accepted as direct testimony.

A school administrator should ask Student Services to subpoena percipient witnesses if necessary to prove the school's case.

- **IF THE STUDENT ADMITS TO THE CHARGES**, you must provide either a witness to testify to the admission or the accused students written statement containing the admission.
- Witnesses should write out their statement. Do not paraphrase. Do not write the statements for them. When submitting a packet for a student who admits to the charge, type all statements but do not correct

- THE STUDENT DENIES ALL OR PART OF THE CHARGES. The school must provide a person to testify or a sworn statement that includes the reason the individual is unwilling to testify. A sworn statement may be submitted only if ... “the disclosure of either the identity of a witness or the testimony of that witness at the hearing or both would subject the witness to an unreasonable risk of psychological or physical harm.”

The sworn statement will be considered separately by the panel to determine whether the document will be accepted as evidence. The administrator must make a case/statement as to why the sworn statement should be admitted.

If the statement does not meet the unreasonable risk test (physical/psychological harm) and the statement is not accepted as evidence, the school will have no evidence and no way to prove the case. The hearing will be dismissed at this point. For these reasons, it is desirable in this situation to bring witnesses to the hearing.

- When submitting a packet where the STUDENT DENIES ALL OR PART OF THE CHARGES, make sure any sworn statements are submitted **with the student's signature on them**. A copy will be prepared by the panel chairperson, deleting names from statements read by parents and the student referred for expulsion.
- Chronology of Student Behavior
Nearly all charges now require a dual finding. (See page 6-9 if you are unclear about what a dual finding is.) In order to prove that other means of correction are not feasible or have repeatedly failed to bring about proper conduct by the student, the school must provide written documentation describing the student's behavior and be prepared to describe attempts to correct this behavior.

Include the total number of referrals and suspensions for the current school year. Include relevant related incidents from prior years at your level.
- Explain (k) on the suspension form and in the narrative explaining the incident.
- The case #'s of police reports are required for mandatory referrals for expulsion.
- Teacher comments should be dated and submitted by all current teachers. Keep in mind these comments will be read by a variety of people including parents and Board members of our district and county.
- Report card: please include the latest report card or transcript at the high school level.
- Attendance Calendar, form 1943, or OSIRIS printout.
- Cum folder: please organize the cum folder, placing all report cards, suspensions and behavior referrals, health records, and test scores together.
- If an interpreter is necessary, please advise the Student Services Office immediately.

PRESENTING THE CASE TO THE PANEL

The school administrator will be expected to explain the incident, evidence, and the reason for asking for expulsion to the panel in the initial presentation of the case.

Direct evidence is needed to substantiate the evidence presented by the school administrator. Hearsay evidence, by itself, is not sufficient to substantiate a finding for expulsion.

Hearsay evidence is information that is heard or learned from someone else and not personally known to be true.

Direct evidence is information that is based on what is seen, heard, or experienced personally.

Information that is accepted as direct evidence includes:

- Admission by the student at the hearing.
- Victim/witness testimony at the hearing.
- Reluctant witness statement. (Sworn Declaration)
- Testimony by the school administrator that the student admitted to the offense in his/her presence.

The school administrator should expect to answer questions regarding his/her case presentation and offer rebuttal testimony when appropriate. The school administrator may also ask relevant questions during the proceedings.

If sworn reluctant witness statements have been presented rather than live witnesses, the school administrator must convince the panel that disclosure of the identity of a witness and the testimony of that witness at the hearing would subject the witness to an unreasonable risk of (physical or psychological) harm.

The best way to prove that the student brought forth for expulsion might harm someone is prior history. Bring to the Panel's attention any past incidents of fighting, hurtful behavior or complaints by others of threats, harassment, and/or intimidation, documenting the behavior chronologically.

The school administrator should expect to make a closing statement summarizing the following:

- The seriousness of the offense(s);
- If appropriate, a statement that your request for expulsion is based on "other means of correction having been tried unsuccessfully and are no longer feasible."
- If appropriate, a statement that your request for expulsion is based on the student posing a danger to him/herself or others.
- A request that the student be expelled from all schools and programs of the Mt. Diablo Unified School District.

If a student is recommended for expulsion and the parent plans to appeal to the Board of Education, the school administrator must attend the closed session where the final decision will be made.

OFFICIAL NOTICE OF SUSPENSION

Student's Name _____ Birthdate _____ Grade _____ School _____

Parent's Name _____ Address _____ (Home) Phone _____

Offense Occurred: Time _____ a.m./p.m. Date _____ (Work) Phone _____ (Cell) Phone _____

Suspension: Number of Days _____ From _____ Date _____ Return _____ Date _____ Accumulated Days of Suspension _____

CAUSES FOR SUSPENSION AND/OR EXPULSION Always Check EC 48900 Section(s). Check EC 48915 Section(s) as applicable.

State Education Code 48900

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person; and
- a. (2) Willfully used force or violence upon the person of another, except in self-defense.*
- b. Possessed/sold/furnished any firearm/knife/explosive/dangerous object.*
- c. Possessed/used/sold/furnished or been under influence of any controlled substance/alcoholic beverage/intoxicant.*
- d. Offered/arranged/negotiated to sell a controlled substance/alcoholic beverage/intoxicant- and then-sold/delivered/furnished another liquid/substance/material represented as a controlled substance/alcoholic beverage/intoxicant.*
- e. Committed or attempted to commit robbery or extortion.
- f. Caused /attempted to cause damage to school/private property.
- g. Stole/attempted to steal school/private property.
- h. Possessed/used tobacco/other nicotine product.
- i. Committed obscene act or engaged in habitual profanity/vulgarity.
- j. Unlawfully possessed/offered/arranged/negotiated to sell any drug paraphernalia. (Section 11014.5 of the Health and Safety Code)
- k. Disrupted school activities/defied valid authority.
 - 1. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266C, 286, 288, 288a or 289 or committed a sexual battery, as defined by Penal Code 243.4.*
- o. Harassed, threatened, or intimidated a student to prevent/retaliate for being a witness in a school disciplinary hearing.
- p. Unlawfully offered/arranged to sell/negotiated to sell/sold the prescribed drug Soma.
- q. Engaged in, or attempted to engage in hazing as defined in Section 32050.
- s. Aided or abetted in the physical injury of another person, as defined by Penal Code, Section 31.

State Education Code 48900.2, 48900.3, 48900.4, 48900.7

- EC 48900.2 Committed sexual harassment as defined by EC 212.5. (Grades 4-12 only)
- EC 48900.3 Caused/attempted to cause/threatened to cause or participated in an act of hate violence as defined by EC 233(e). (Grades 4-12 only)
- EC 48900.4 Engaged in harassment/threats/intimidation against student(s) or employee(s) which disrupted classwork, created substantial disorder, invaded rights of student(s) or employee(s) by creating an intimidating or hostile environment. (Grades 4-12 only)
- EC 48900.7 Made terrorist threats against school officials or school property, or both.

State Education Code 48915 Subsections A and C

(A) MANDATORY SUSPENSION AND EXPULSION WITH PRINCIPAL'S EXCEPTION:

- 1. Caused **serious** physical injury to another person, except in self defense.*
- 2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.*
- 3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11 053) of Division 1 0 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.*
- 4. Robbery or extortion.*
- 5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, upon any school employee.*

(C) SUSPENSION AND EXPULSION WITHOUT EXCEPTION:

- 1. Possessing/selling/furnishing a firearm at school or at a school activity. Possession must be verified by a school employee.*
- 2. Brandishing a knife at another person.*
- 3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11 053) of Division 1 0 of the Health and Safety Code.*
- 4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section EC 48900 or committing a sexual battery as defined in subdivision (n) of Section EC 48900.*
- 5. Possession of an explosive, as defined by EC 48915(h).*

Police Report Yes No Report No. _____

*Within one school day after a student's suspension, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means.

PARENT/STUDENT CONFERENCE (state specific reasons if conference unable to be held) Date _____

Persons Present: _____

Specific action of student that resulted in suspension (describe): _____

Observed by: _____

1. Pursuant to Section 48911 of the *Education Code*, parents or guardians are required to respond without delay to requests that they attend a conference with school officials regarding the pupil's behavior. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at such conference.
2. When a pupil is suspended from school, the parent, guardian, or pupil may request a meeting with Office of Student Services. Such a meeting will ordinarily be held within 3 days of the time said request is received by the Office of Student Services at 1936 Carlotta Drive, Concord, CA 94519, Telephone: 682-8000, ext. 4069. *It is suggested that you meet with your school principal prior to requesting such a meeting.*
3. Pursuant to Section 48913 of the *Education Code*, the teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension.

PLEASE NOTE: During the period of this suspension, your child must not be on or near any school campus and must remain home unless under the direct supervision of the parent or guardian. Supervision is the responsibility of the parent or guardian. Student is suspended from all school sponsored activities, including bus transportation.

Principal/Designee Signature _____ Time _____ a.m./p.m. Date _____

Student's Signature (if available to sign**) _____ **Student's signature merely acknowledges receipt of the suspension notice.

Attempt to contact parents made by _____ Time _____ a.m./p.m. Date _____

* Student's signature merely acknowledges receipt of the suspension notice.



MT. DIABLO UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MANIFESTATION DETERMINATION FINDING

1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 or TDD 685-1962

FAX (925) 687-3139
Community Advisory Committee (CAC)
Parent Resource Network (925) 687-2129

IEP Date: ____/____/____

Student: _____ ID#: _____ Page ____ of ____

Assessment History:

Date of most recent evaluation ____/____/____

- Reassessment completed if appropriate. Yes (Date ____/____/____) No
- Functional behavioral assessment conducted, if necessary. (Date ____/____/____)
- Behavior Support Plan or Positive Behavior Intervention Plan developed, (Date ____/____/____) or modified, if necessary. (Date ____/____/____)
- Statement of behavior subject to disciplinary action _____
- Disciplinary action taken/proposed _____
- Date on which decision to take disciplinary action was made: ____/____/____

In determining whether the student's behavior was a manifestation of his/her disability, the IEP team considered the following in relation to the behavior subject to discipline (check applicable items):

- Evaluation and diagnostic result(s) (describe): _____
- Observations of the student by: _____
- Student's IEP, services and placement.
- Other relevant information provided by parents (list): _____

The IEP Team determined that:

- Yes No The conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or
- Yes No The conduct in question was the direct result of the district's failure to implement the IEP.

Comments _____

<p>Finding of the IEP Team:</p> <p>The behavior <input type="checkbox"/> was not a manifestation of the student's disability. (Answer "no" to both boxes above.)</p> <p style="padding-left: 100px;"><input type="checkbox"/> was a manifestation of the student's disability. (Answer "yes" to one or more boxes above.)</p> <p>The parent(s)/guardian(s) <input type="checkbox"/> agrees <input type="checkbox"/> disagrees with the determination of the IEP team.</p>

Meeting Comments: (attach additional pages as needed)

- See goals written today
- Continue goals in progress
- See facesheet for placement



MT. DIABLO UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION

BEHAVIOR SUPPORT PLAN – SPECIAL EDUCATION

1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 or TDD 685-1962

FAX (925) 687-3139
Community Advisory Committee (CAC)
Parent Resource Network (925) 687-2129

for
Behavior Interfering with Learning of Student or Peers

Page _____ of _____

Student _____ ID Number _____ IEP Date: ____/____/____

Behavior impeding learning is _____

It impedes learning because _____

Team estimate of need for behavior support plan extreme serious moderate needing attention, early state intervention

Current Frequency/Intensity/Duration of Behavior _____ Any current predictors for behavior? _____

IEP Team believes behavior occurs because (team hypothesis-behavior function) _____

What team believes student should do instead of this behavior (match to hypothesis) _____

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) _____

Behavioral Goals/Objectives related to this plan: _____

- To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed yes no
- To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary) yes no
- To achieve this outcome, environmental supports or changes are needed yes no
- Are curriculum accommodations necessary? yes no Is there a curriculum accommodation plan? yes no

Teaching strategies and necessary curriculum or materials for new behavior instruction

By whom? _____ How frequent? _____

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Who establishes? _____ Who monitor? _____

Reinforcement procedures

By whom? _____ Frequency? _____

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

Personnel: _____

Communication provisions – Daily/Weekly Reports/Record Keeping

Between _____ Frequency? _____



MT. DIABLO UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION

BEHAVIOR SUPPORT PLAN – SECTION 504

1936 Carlotta Drive, Concord, CA 94519
Phone (925) 682-8000 or TDD 685-1962

FAX (925) 687-3139
Community Advisory Committee (CAC)
Parent Resource Network (925) 687-2129

for
Behavior Interfering with Learning of Student or Peers

Page _____ of _____

Student _____ ID Number _____ IEP Date: ____/____/____

Behavior impeding learning is _____

It impedes learning because _____

Team estimate of need for behavior support plan extreme serious moderate needing attention, early state intervention

Current Frequency/Intensity/Duration of Behavior _____ Any current predictors for behavior? _____

IEP Team believes behavior occurs because (team hypothesis-behavior function) _____

What team believes student should do instead of this behavior (match to hypothesis) _____

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) _____

Behavioral Goals/Objectives related to this plan: _____

To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed yes no

To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary) yes no

To achieve this outcome, environmental supports or changes are needed yes no

Are curriculum accommodations necessary? yes no Is there a curriculum accommodation plan? yes no

Teaching strategies and necessary curriculum or materials for new behavior instruction

By whom? _____ How frequent? _____

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Who establishes? _____ Who monitor? _____

Reinforcement procedures

By whom? _____ Frequency? _____

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

Personnel: _____

Communication provisions – Daily/Weekly Reports/Record Keeping

Between _____ Frequency? _____

Teacher Notification
of
Dangerous Pupil

PROCEDURES FOR TEACHER NOTIFICATION

Education Code 49079 requires that teachers be provided with a three-year history of suspension of students in their class and a notice of suspensions as they occur during the school year. A three-year history of student suspensions and a routing form are produced by MDUSD Student Services in October. This report is sent to school principals for their use with teachers. This report must be available to teachers.

The following procedure should be used to provide the information to teachers:

- Teachers should only be provided information for students in their classes.
- Route the MDUSD report to the teachers of each student using a routing sheet. All teachers must sign the routing sheet indicating their review of the data.
- Teachers should be advised about the confidential nature of the data and directed to keep the data secure.
- All routing sheet and suspension report should be returned to the principal. The routing sheets should be filed in the principal's office.

This process notifies teachers of the suspension history of students. Principals also have the responsibility to notify teachers of suspensions as they occur during the school year. Other means that notify teachers in a timely manner can be used, such as providing teachers notice their student has been suspended and inviting them to the office of the appropriate administrator to review the suspension report.

Sexual Harassment Hate Crime Policy

NONDISCRIMINATION/HARASSMENT

[POLICY 5145.3, 5145.5 & 5145.7]

NONDISCRIMINATION/HARASSMENT

District programs and activities must be free from discrimination, including harassment, with respect to ethnic group, religion, gender, color, race, national origin, sexual orientation, and physical or mental disability.

Employees and students in the Mt. Diablo Unified School District must be able to function in a "harassment free" environment. This is to be interpreted to mean the district does not condone behavior of its employees or students to one another which is discriminatory, sexually inappropriate, or creates an intimidating or hostile environment.

Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

It is the district's policy that sexual and racial harassment and other acts of discrimination are unacceptable behavior. The discrimination complaint procedure should be used to investigate and resolve allegations of harassment. [See **Rule 5145.6(a-d)**.]

SEXUAL HARASSMENT (EC 48900.2)

The governing board prohibits unlawful sexual harassment of or by any student by anyone in or from the district. Sexual harassment, as defined in E.C. 212.5, is that conduct considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the victim's academic performance or to create an intimidating, hostile or offensive educational environment.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion.

The Board expects staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. Any student who feels that he/she is being harassed should immediately contact the principal/designee or a teacher on campus.

The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Guidelines for administrative investigation of sexual harassment complaints and the mandatory reporting form are included in this section.

DEFINITIONS [E.C. 212.5]

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when:

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

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

1. Unwelcome leering, sexual flirtations or propositions.
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching a student's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against a student who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

NOTIFICATION PROCEDURES

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

1. Be included in the notifications that are sent to staff and parents/guardians at the beginning of each school year. [E.C. 48980] See page 12-7 for a copy of this notice.
2. Be displayed in a prominent location near each school principal's office. [E.C. 212.6]
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session. [E.C. 212.6]
4. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct. [E.C. 212.6]

Investigation of Complaints at School (Site-Level Grievance Procedure)

The principal or designee shall promptly investigate all complaints of sexual harassment. In so doing, he/she shall talk individually with:

1. The student who is complaining.
 - a. The person accused of harassment.
 - b. Anyone who saw the harassment take place.
 - c. Anyone mentioned as having related information.
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - a. The Superintendent/designee or Student Services Administrator.
 - b. The parent/guardian of the student who complained.
 - c. The parent/guardian of the person accused of harassing someone.
 - d. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth.
 - e. Child protective agencies responsible for investigating child abuse reports.
 - f. Legal counsel for this district.
4. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
5. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/she verifies that sexual harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment. (See form on page 10-5.)
6. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further harassed. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

ENFORCEMENT

The principal or designee shall take appropriate actions to reinforce the district's sexual harassment policy. These actions may include:

1. Providing staff inservice and student instruction or counseling.
2. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.
3. Removing vulgar or offending graffiti.
4. Notifying parents/guardians of the situation and possible consequences.
5. Notifying child protective services.
6. When the student who complained and the person accused of harassment so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
7. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the district's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.
8. In reaching a decision about the complaint, the principal or designee may take into account:
 - a. Statements made by the persons identified above.
 - b. The details and consistency of each person's account.
 - c. Evidence of how the complaining student reacted to the incident.
 - d. Evidence of past instances of harassment by the accused person.
 - e. Evidence of past harassment complaints that were found to be untrue.
9. To judge the severity of the harassment, the principal or designee may take into consideration:
 - a. How the misconduct affected one or more students' education.
 - b. The type, frequency and duration of the misconduct.
 - c. The number of persons involved.
 - d. The age and sex of the person accused of harassment.
 - e. The subject(s) of harassment.
 - f. The place and situation where the incident occurred.

NOTICE
MT. DIABLO UNIFIED SCHOOL DISTRICT

SEXUAL HARASSMENT POLICY
Student Conduct and Discipline

The Board of Education of the Mt. Diablo Unified School District has adopted a policy prohibiting unlawful sexual harassment of or by any student. Please read the following definition of the policy and the procedure for filing a complaint.

SEXUAL HARASSMENT

Definition: Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when: (Education Code 212.5)

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

EXAMPLES OF SEXUAL HARASSMENT

Sexual harassment includes, but is not limited to:

1. Unwelcome leering, sexual flirtations or propositions.
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominately single-sex class.
7. Touching a student's body or clothes in a sexual way.
8. Purposefully limiting a student's access to education tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Sexual harassment by any student is forbidden and will result in disciplinary action up to and including expulsion.

COMPLAINT PROCESS

Any student who believes he or she has been subjected to sexual harassment prohibited by Board Policy 5145.7 should immediately report incidents of sexual harassment to the principal or other school administrator. Any student who feels that he or she is being harassed may file a written complaint in accordance with the procedures set forth in the Uniform Complaint Procedures described in Board of Education Policy 1312. 1. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. For more information regarding this policy, please call the Student Services Office, 682-8000, ext. 4069.

HATE VIOLENCE

(EC 48900.3)

DEFINITION & DISCIPLINARY ACTION

Students in grades 4-12 may be suspended or recommended for expulsion if they cause, try or threaten to cause, or participate in an act of hate violence. (EC 48900.3) Hate violence is defined by Ed. Code 33032.5 as follows:

1. No person shall by force or threat of force, willfully injure, intimidate, interfere with, or threaten any other person in the free exercise or enjoyment of any right or privilege secured to him or her by the constitution or laws of this state or by the Constitution of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation.
2. No person, whether or not acting out under color of law, shall knowingly deface, damage or destroy the real or personal property of any person for the purpose of intimidating or interfering with the free exercise or enjoyment of any right or privilege secured to the other person by the constitution or laws of this state or by the Constitution of laws of the United States, because of the other person's race, color, religion, ancestry, national origin.

PRACTICAL APPLICATIONS

An incident of hate-motivated behavior is any act to cause physical injury, emotional suffering or property damage through intimidation, harassment, bigoted slurs or epithets, vandalism, force, or threat of force, motivated in part or in whole by hostility toward the victim's real or perceived ethnicity, national original, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, or any other physical or cultural characteristics.

An incident of hate-motivated behavior may also be a crime, as defined by the California Penal Code, or other state or local law. These incidents must be reported to the appropriate police or law enforcement agency, and may be prosecuted by the District Attorney's office. Some criminal acts may be hate motivated and when they are, they are hate crimes. Some crimes are more likely than others to be hate motivated and may include:

1. Burning crosses or other religious symbols
2. Explosives or bomb threats
3. Destruction or defacing of property
4. Unusually violent assault by groups or individuals which appear random
5. Certain kinds of vandalism
6. Unlawful use of the telephone (for harassment)

Other acts of hate-motivated behavior may not be crimes, or might not be prosecuted. In fact, such incidents will most always outnumber hate crimes on campuses. These acts of hate-motivated behavior should be considered seriously and must be addressed. Such non-criminal acts of hate-motivated behavior include:

1. Using bigoted insults, taunts or slurs (faggot, nigger, spic)
2. Posting or circulating demeaning jokes, leaflets or caricatures
3. Defacing, removing or destroying posted materials, or announcements
4. Distributing or posting hate-group literature and/or posters

HARASSMENT/INTIMIDATION/HOSTILE ENVIRONMENT

(EC 48900.4)

DEFINITION AND DISCIPLINARY ACTION

Students in grades 4-12 may also be suspended or recommended for expulsion if they 1) intentionally harass, intimidate, or threaten students enough to disrupt classwork, 2) create substantial disorder and 3) invade the rights of students by creating an intimidating or hostile environment. All three (3) clauses must be applicable to the situation to suspend under this education code section.

PRACTICAL APPLICATIONS

A hostile environment exists when harassment is sufficiently severe, pervasive or persistent so as to interfere with or limit the student's ability to participate in or benefit from school services, activities or privileges.

A hostile environment may exist at school although the physical threats or act of aggression occurred off the campus.

Examples of Creating Intimidating Environment or Hostile Harassment Include:

1. Verbal abuse or threats toward an individual student or a group of students with the intent to intimidate.
2. Physical intimidation or willful menace toward an individual student or a group of students with the intent to force compliance.
3. Material disruption to the classroom verbally or physically which is severe or pervasive.
4. Creating substantial disorder in the classroom or on the playground through interference, oppression, or threats.
5. Harassment, threats, or intimidation by a group of individuals toward an individual student or a group of students severe enough to interfere physically or emotionally with participation in or benefit from school services, activities, or privileges.



MT. DIABLO UNIFIED SCHOOL DISTRICT
Record of Student-to-Student Sexual Harassment/Hate Violence
Incident and School Site Investigation

Section I: Initial Notification of the Incident or Complaint

- Name of Purported Victim _____ Sex _____ Age/Grade _____ Phone _____
- Name of Alleged Harasser _____ Sex _____ Age/Grade _____ Phone _____
- Name of Person Reporting Harassment _____ Student Staff Parent Other
 (If student, but not the victim: Home Phone _____ Age/Grade _____ Teacher _____)
- Reported on _____ / _____ / _____ to _____ how reported _____
day of week / date / time name of employee (phone, note, personally)
- Nature of the alleged harassment _____
- Date of alleged harassment _____ Location _____ Single incident Recurrence
 If recurrence, what are approximate other dates? _____
- Did the complainant provide a written factual statement? yes no If yes, attach a copy to this report.
- Parent Notification (notify parents same day of incident or report, even if investigation is incomplete at time of call)
 Notification of parents of purported victim:
 Name of Parent: _____ Notified by: _____ How Notified? _____ Date _____ Given policy
 Notification of parents of purported victim:
 Name of Parent: _____ Notified by: _____ How Notified? _____ Date _____ Given policy

Section II: Investigation of Incident or Complaint

Use attached pages for your handwritten investigation and interview notes. Include the name of each interviewee, interviewer, and date of each interview, and attach all written student statements. Keep originals for your own files. Attach copies, in chronological order, to this report.

Section III: Results and Conclusions

Briefly summarize the results of the investigation, and conclusions reached. Include information from any confessions. Distinguish between substantiated and unsubstantiated allegations.

Section IV: Actions and Discipline

- Victim informed about results of investigation and actions to be taken, and counseled about reporting any future recurrence or attempts at retaliation on _____ (date) by _____ (administrator).
- Appeal process described to victim's parents on _____ (date) phone call in person, by _____
- Discipline assigned harasser: _____
- Harasser informed about discipline, including cautions about recurrence or retaliation on _____ (date) by _____ (administrator).
- Appeal process described to harasser's parents on _____ (date) phone call in person, by _____
- Methods/dates by which parents/students were informed about the district's harassment policy during the current year: _____

Name of School _____ Administrator's Signature _____ Date _____

White - School
 Yellow - Assistant Superintendent

Bullying Policy

Anti-Bullying

The district believes that all students have a right to a safe and healthy school environment. To that end, the district, schools, and community have an obligation to promote mutual respect, tolerance and acceptance. The district will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving, verbal assaults, such as teasing or name-calling; and social isolation or manipulation. This policy applies whenever a student is on school grounds, traveling to and from school or a school sponsored activity, during the lunch period, whether on or off campus, and during, a school-sponsored activity.

Students who act in violation of this policy may be subject to school/district disciplinary procedures up to and including expulsion.

Legal Reference:

Education Code

48900 Grounds for suspension or expulsion

48900.3 Hate violence

48900.4 Harassment, threats, or intimidation

48910 Suspension by teacher

48911 Suspension by principal, designee, or superintendent

48915 Expulsion

48915.5 Expulsion of pupils with exceptional needs

48918 Rules governing expulsion proceedings

48918.5 Expulsion hearings; District rules and regulations

Policy MT. DIABLO UNIFIED SCHOOL DISTRICT

adopted: August 24, 2004 Concord, California

Mt. Diablo USD

Administrative Regulation

AR 5145.4

Students

Student Conduct And Discipline

Anti-Bullying

The Governing Board prohibits bullying at any location or activity under the jurisdiction of the school system. Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

The Board expects students and/or staff to immediately report incidents of bullying to the principal or designee. Each complaint of bullying should be promptly investigated. If the complainant or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying.

Definitions

1. General Definitions

Bullying occurs when one or more students threaten, harass or intimidate another student through words, or actions including:

- a. Direct physical contact such as hitting or shoving
- b. Verbal assaults such as teasing or name-calling
- c. Socially isolating or manipulating a student

These incidents will be acted upon when they occur:

- a. On the school grounds at any time
- b. En route to and from school or a school-sponsored activity
- c. During the lunch period whether on or off campus; or
- d. During, or while going to or coming from, a school-sponsored activity.

2. Specific Examples

For the purpose of further clarification, bullying includes, but is not limited to:

a. Making unsolicited written, verbal, physical and/or visual contact. Examples include:

- (1) Written – intimidating/threatening letters, notes, or messages
- (2) Verbal – intimidating/threatening comments, slurs, innuendos, teasing, jokes or epithets.
- (3) Visual – leering or gestures
- (4) Physical – hitting, slapping and/or pinching

b. Making reprisals, threats of reprisal, or implied threats of reprisal.

c. Engaging in implicit or explicit coercive behavior to control, influence or affect the health and well being of a student.

Confidentiality

Reasonable efforts will be made to keep a report of bullying and the results of the investigation confidential. Witnesses should be informed of the confidential nature of the investigation and should be asked to refrain from disclosing the nature of the investigation to others.

Retaliation Prohibited

The initiation of a report of bullying should not reflect on the reporting student or witnesses in any way. It should not affect the student's future relationship with the school system, grades, class section or other matters pertaining to his/her status as a student in any program. It is a violation of this policy to engage in such retaliation.

Disciplinary Action

Students who act in violation of this policy and/or the law may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with school system procedures and state and federal laws.

Investigation Procedures

1. Informal Resolution

Students who feel aggrieved because of conduct that may constitute bullying are encouraged, but not required, to inform the person engaging in such conduct that the bullying is offensive and should stop.

2. Formal Reporting of Allegations of Bullying

If direct communication with the person whose conduct is offensive has been to no avail or would be inappropriate, the aggrieved student should communicate his/her concern to a teacher, counselor, principal or assistant principal. The student should also complete a formal, written report. If the student is unable to complete a written report, school staff may help him/her complete the report.

3. Responsibilities of Employees

Employees who receive reports of bullying or observe an act of bullying should immediately inform the principal or designee at the school the student attends.

4. Administrative Review and Procedure

a. Filing

While reports of bullying should be in writing, any report received, whether written or oral should be investigated.

b. Investigation

All matters regarding bullying should be promptly and thoroughly investigated in a confidential manner. The student accused of bullying should be informed of the results of the investigation and given the opportunity to present his/her version of the situation and to identify witnesses on his/her behalf. Parents of both the accused and the student filing the complaint should be contacted as appropriate.

c. Corrective Action/Discipline

Upon completion of the investigation, the principal or designee should determine the appropriate action, if any, to take. Corrective action may include, but not be limited to, counseling, warning, or initiating disciplinary procedures against the offending student. Corrective action should be designed to prevent recurrence of the bullying.

Mandated Notification

1. At the beginning of the school year, each student should receive a summary of this policy prohibiting bullying.
2. A summary of this policy should be part of new student orientation programs and included in student handbooks or information packets.
3. A summary of this policy should be included as part of the school system's annual notification to parents.
4. A copy of this policy should be provided for each staff member.

Regulation MT. DIABLO UNIFIED SCHOOL DISTRICT

approved: August 24, 2004 Concord, California

Dress Code Policy

Mt. Diablo USD

Board Policy

BP 5132

Students

Dress And Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Therefore, students are to dress appropriately on all school campuses and at all school activities in the district. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. Students should project an appearance that is conducive to a safe learning environment. Dress which is disruptive and contrary to school rules regarding drugs/alcohol/violence, and gangs is not permitted. Student clothing, emblem, badge, jewelry, symbol, or other insignia which creates a clear and present danger on school premises or the disruption of the orderly operation of the school is prohibited. Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.

(cf. 4119.22 - Dress and Grooming)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

(cf. 5145.2 - Freedom of Speech/Expression)

School Dress Code

The principal may establish a dress code that prohibits students from wearing apparel that it presents a distraction or threatens to disrupt the school's activities. Inappropriate dress is attire that causes a distraction or a safety concern on a school campus. The outdoor use of sun-protective clothing, including but not limited to hats, is permitted. However, specific clothing and hats determined to be gang-related or otherwise inappropriate under the policy are prohibited. Principals may determine that hats are prohibited in certain locations or areas where sun-protection is not necessary. A dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the staff, students, parents/guardians and educational community.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4119.22 - Dress and Grooming)

(cf. 5136 - Gangs)

(cf. 5145.2 - Freedom of Speech/Expression)

Uniforms

The Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board recognizes that in order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal may wish to establish a dress code requiring students to wear uniforms. The principal may recommend to the Board that a voluntary school uniform dress code would be beneficial. Such a dress code shall be included as part of the school safety plan. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students and maintain a positive school climate.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policies. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code 35183) The school shall establish guidelines identified in the school dress code and school safety plans provisions whereby parents/guardians may choose not to have their children comply with an adopted school uniform policy which is contrary to their beliefs or exceptions deemed appropriate by the principal. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Legal Reference:

EDUCATION CODE

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

COURT DECISIONS

Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)

827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Policy MT. DIABLO UNIFIED SCHOOL DISTRICT

Adopted: June 7, 2005 Concord, California

**Mountain View Elementary
Dress Code Policy**

Mountain View Elementary Dress Code Policy

The students at Mountain View are informed of the dress code policy in multiple ways. The teachers review the school rules, including the dress code, at the start of the year in their individual classrooms. There is also an assembly to review the school rules, to include the dress code policy, at the start of the year. In addition, the Principal visits each classroom to review the school rules, which includes the dress code policy.

The parents of Mountain View students are informed of the dress code policy when they are given their Mountain View Parent Handbook at the start of the school year, at Mustang Day. Also, parents are given a review of the school rules, to include the dress code policy, at Back-to-School Night in their child's classroom with the teacher.

DRESS CODE

Students must dress appropriately for school. Clothing that detracts from or inhibits the learning process is inappropriate. Clothing should be clean and promote the general appearance of the child. At Back-to-School Night in September teachers will review appropriate dress for students.

Specific guidelines are:

- 1) Shoes must be worn at all times. They must be comfortable and permit a student to safely and effectively participate in all school activities. Thongs, flip-flops, open-toed or plastic sandals, "jellies", and high heels are not allowed.
- 2) No "baggy" oversized pants that hang inappropriately are allowed.
- 3) See-through clothing, bare midriffs, tight clothing, and tops with thin straps are not allowed.
- 4) Shorts are allowed if the pant leg is long enough to reach the end of the child's fingertips.
- 5) If short dresses are worn, shorts or tights should be worn under the dress.
- 6) Cut-offs are not allowed.
- 7) Offensive messages and/or pictures on clothing are not allowed.
- 8) Appropriately worn shoes and clothing are a necessity for P.E.
- 9) Hats may not be worn inside the school buildings and may not be worn backwards at any time.
- 10) No roller shoes are allowed.
- 11) Hair color that interferes with and is a disruption to the educational environment will not be allowed.

The above guidelines also apply to co-curricular and extra-curricular activities, i.e: concert performances, field trips, etc.

If a child wears clothing that is not appropriate, the child may receive a citation or the parent may be called to bring different clothing to school. If the problem is not serious, a staff member will counsel the student not to wear the clothing in question in the future.

Discipline Policy

PHILOSOPHY OF DISCIPLINE

[POLICY 5131(A)]

The Mt. Diablo Unified School District believes that the best discipline is self-imposed and that each student should learn to assume responsibility for his/her actions.

Schools have an educational responsibility to promote a positive understanding of discipline. Our goal is to enhance each student's awareness of his/her personal responsibility by providing an orderly and predictable set of guidelines so each student can choose the course of action in his/her best personal interests.

There are three distinct phases of this responsibility:

1. To establish a school environment where the activities of the students and adults are orderly and promote a climate of cooperation.
2. To develop an understanding of the need for discipline throughout society.
3. To develop the student's desire for self-discipline.

STUDENT CONDUCT AND DISCIPLINE

In the process of developing rules regarding student conduct and discipline, the personnel of the Mt. Diablo Unified School District shall be guided by the following general policy statements:

1. Rules of conduct and disciplinary procedures shall be consistent with state and federal law and with the rules prescribed by the State Board of Education.
2. District personnel shall implement state and federal law and district policy.
3. Each school shall develop rules and procedures on school discipline in accordance with E.C. 35294.1 and 35294.2.
4. It shall be the responsibility of the staff of each school to inform students and parents of the rules.
5. Rules and regulations dealing with discipline policy shall be distributed to students, teachers and parents at the beginning of each school year or at the time of enrollment for students who enter during the school year.
6. The administration shall be responsible for the maintenance of good discipline at the school site or wherever students may be participating in school-related activities. School district employees shall assume responsibility for the enforcement of the established rules.
7. Corporal punishment shall not be administered to a student by employees of the Mt. Diablo Unified School District.

NOTE: Nothing in this policy statement shall be construed to prohibit a teacher, administrator or other district employee from protecting himself/herself or others or school property by means of restraining a student, confiscating a weapon, or turning over a lawbreaker to appropriate law enforcement agencies.

The school district or governing board shall not be responsible or in any way liable for the conduct or safety of any student of the public schools at any time when such student is not on school property, unless the district or Board has undertaken to provide transportation for such student to and from school premises, has undertaken a school-sponsored activity off the premises of such school, has otherwise specifically assumed such responsibility or liability, or has failed to exercise reasonable care under the circumstances. [E.C. 44808]

CHARACTERISTICS OF SAFE SCHOOLS

What is 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 and 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 are also characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

*Taken from “Safe Schools: A Planning Guide for Action”
California State Department of Education*

QUALITY INDICATORS OF SAFE SCHOOLS

Our youth have many divergent needs. Their feelings of safety and security are influenced by wide-ranging factors. Some factors are equally important to all students, while others will be viewed with different levels of importance. The following comprehensive list of quality indicators describe factors considered to be primary in supporting the establishment and maintenance of safe schools. Because of limited resources, it is likely that few schools would meet all criteria. The factors included in this list are intended to be used as a broad measuring stick to assess school safety.

- **Focus on academic achievement**
Effective schools convey a positive attitude that all youth can achieve academically. High expectations are established and clearly communicated to students and school community stakeholders. Instruction focuses on district curriculum standards and builds on student readiness profiles, individual learning styles, and interests. The educational approach is developmentally appropriate for students and provides a safe, secure setting free from threat. Students are able to test their skills at real tasks in a safe, noncritical environment. Adequate resources and programs ensure that expectations are met.
- **Positive environment that values youth and their ideas and is responsive to their needs**
Research shows that a positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing youth violence. Students often look to adults in the school for guidance, support, and direction. Effective schools help youth overcome feelings of isolation and support them in developing connections with others. Effective schools encourage youth to help each other and feel comfortable assisting others in getting help when needed. Academic and behavioral expectations are modeled by adult stakeholders.

- **Comprehensive safe school plan**

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and/or psychological harm. Safety on campus is everyone's business. In accordance with state law and district policy, each school has a Comprehensive Safe School Plan approved by the school's Site Council. It is developed by representatives from all of the school's stakeholding groups, including law enforcement.

The plan includes an assessment of the school's current crime status, strategies and programs related to various aspects of school safety, an action plan to correct areas not meeting expectations (if applicable), school-wide discipline and disaster plans, and other components required by law.

- **Zero tolerance for violence, weapons, and drugs**

Everyone in the school and community supports a zero-tolerance approach to violence, weapons, and drugs. All stakeholders have declared that resorting to physical violence or participating in hate-based violence will not be tolerated. Neither will the possession or use of drugs or weapons be permitted under any circumstance.

- **Supervision/security**

Every effort is made daily to provide supervision on campuses. Supervision is conducted to observe student interactions as well as to maintain security with regard to nonstudents. Teachers participate in supervision before, during, and after school in assigned areas. Administrators monitor the students by supervising before, during, and after school. Special attention is given to those periods of the day when large groups of students are out of class together. Multiple lunch periods are offered as one strategy to reduce the number of students out of class at one time for lunch. Schools utilize either noon or campus supervisors to assist with supervision. Parent volunteers also assist when possible. All staff are aware of contingency plans that will be implemented in the event of an emergency and all have effective means to communicate during a crisis.

- **Parent and student involvement in school activities and decision-making at school**

Students who have parents involved in their growth both inside and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. Effective schools routinely provide opportunities for parents to become involved in activities related to the educational program and school governance. These schools make parents feel welcome, address barriers to their participation, and keep them positively engaged with their son/daughter's education.

Similarly, student involvement in school activities and decision-making at school provides an avenue to maintain school programs, standards, procedures, and support services that are relevant as well as ones that reflect the ideas and needs of youth. Students take more ownership and assume more responsibility when involved as partners.

- **Prevention education**

All staff, certificated and classified, systematically foster effective K-12 prevention education to create a culture that promotes a safe and supportive environment for all members of the school community. Quality prevention education is "skills-based" and teaches asset development, conflict management, anger management, tolerance of diversity, good citizenship, decision-making, and refusal skills that result in healthy life choices.

- **Intervention services**
When behavioral or emotional signs signal a troubled youth, support services are available to address the youth's needs. Students have access to caring adults who will listen to their ideas and concerns and who will take proactive steps to provide guidance when needed. Professionally trained individuals are available to provide appropriate support services when needed. Mental health needs of youth are a priority.
- **Staff training**
Staff training is ongoing, system-wide and includes both certificated and classified staff. It provides for collaboration and is delivered in a safe and respectful environment that is conducive to learning. The school builds in accountability practices and evaluation of programs to provide a foundation of program planning. All stakeholders in the community have an investment in supporting staff training in order to create and sustain a safe environment for all.
- **Parent education**
Parents do their best to provide youth with an opportunity to succeed. They frequently express the need for training to better respond to the changing needs of today's youth. Educational opportunities for parents are available to address their needs. Barriers to their participation are addressed, including time and location of classes, child care, and bilingual teachers. Schools work closely with the district's Adult Education Program to provide parenting education.
- **Links to the community/Interagency collaboration**
Links to the community provide a sense of belonging and responsibility. Opportunities for community service are offered to students. Furthermore, schools that have close ties to families, support services, community police, and the community at large can benefit from valuable resources. Schools alone cannot meet the diverse needs of youth. All community stakeholders must coordinate efforts and consolidate resources to maximize services to youth.
- **Alternative educational opportunities**
Students present more diverse needs today than at any time in our history. Traditional approaches to education are not always appropriate for some students. Modifications are made with students when needed, and alternative programs are offered to accommodate the academic and social needs of students when appropriate.
- **Availability of healthy activity choices during at-risk hours**
Studies have indicated that youth engage in a wide variety of risk taking and illegal activities during after-school hours when they are unsupervised. Schools, cities, and community organizations collaborate to provide youth with healthy choices during at-risk hours. Youth are encouraged to participate in after-school co-curricular and interscholastic activities. An effective truancy prevention program is implemented.
- **Safe, clean, and attractive physical environment**
The school setting provides an environment that is safe from physical hazards, clean and attractive. The environment should reflect student interests and display student work. All students learn that they contribute to the overall appearance of their campus. The appearance of the campus is continuously addressed by custodial staff, students through incentive programs, and other staff. Both positive and negative reinforcements are administered to all contributing to the physical attractiveness of the campus.

OTHER MEANS OF CORRECTION

[POLICY 5131.1]

DISCIPLINARY ACTION PROCEDURES

It is the intent of this policy that alternatives to suspensions or expulsions be imposed against any student who is truant, tardy, or otherwise absent from school activities. Students who become involved in areas of problem behavior will be subject to certain disciplinary actions. Depending upon the behavior problem of the student, one or more of the following actions may be taken *prior to suspension* by school officials. When determining the appropriate disciplinary steps to take with a student, administrators must act as required by district policy or state law.

In cases where discretion can be used in determining an appropriate course of action, disciplinary steps should be progressive, beginning with counseling or some other educational intervention. Administrators are advised to maintain accurate records of all actions taken with students.

The following describes actions that should be considered as "other means of correction" prior to suspending a student from school.

1. **Counsel**

A teacher, administrator or other adult staff member will talk to the student to discuss the school's behavior expectations for students and attempt to reach an agreement regarding how the student should behave. This step may also include a verbal reprimand and/or an informal warning to the student. After this meeting, the student should understand what is expected and what consequences to expect if a repetition of the behavior continues.

2. **Conference**

A formal conference is held between the student, parent and one or more school personnel. During this conference, a student must agree to correct his/her behavior. When the need arises to communicate with non-English speaking parents/guardians, administrators are reminded to use the AT&T Language Line. Up to date information on using this translation service can be obtained by calling MDUSD Student Services.

3. **Detention**

A student may be detained in school for disciplinary or other reasons for not more than one hour after the close of the maximum school day. Parent notification is required prior to imposing a detention of more than 15 minutes on a student. Notification and detention may occur on the same day. Parent notification is required on the day prior to imposing any detention upon a student who is transported by school district bus. Exceptions may be made with parent consent. Delivery of notice to student shall constitute parent notification.

4. **Friday/Saturday School**

Students may be assigned to Friday/Saturday school in lieu of more serious disciplinary action.

5. **In-School Suspension**

A student may be assigned to an in-school suspension program at the discretion of the principal or designee for suspendable offenses. Rather than being suspended from school, the student is assigned to a designated area, provided school work, and may have privileges suspended. In-school suspension shall not exceed the length for which the formal suspension would have been assigned.

6. **Student Behavior Contracts**

A formal, written agreement between student, parent, and administrator specifying behaviors to be modified and consequences for failure to meet the conditions of the contract can be very helpful in clarifying expectations and providing documentation of concerns, expectations, and consequences. Each school has been provided a computerized contract model. Use the program to individualize student contracts. All contracts should be reviewed and modified on a yearly basis. An example is included at the end of this section.

7. **Community Service**

Instead of disciplinary action, the principal, the principal's designee, or the superintendent of schools, at his or her discretion, may require a student to perform community service on school grounds during nonschool hours. For the purposes of this section, "community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section **shall not** apply to instances where the student has engaged in acts enumerated in E.C. §48900 (a), (b), (c), (d), or (e) where student has been suspended pending application pursuant to 48915.

8. **School Attendance Review Board (SARB)**

It is important to monitor students with tardy and attendance problems. Once a student has been identified as a habitual truant he/she may be referred to SARB. See section on Attendance for more details on using this intervention. Administrators are advised that the use of suspension for students who have attendance problems is a violation of Education Code.

9. **Elementary Case Conference**

An Elementary Case Conference is a modified hearing for students who are experiencing extreme behavior problems and may be moving towards expulsion. The hearing panel may include a Student Services Administrator, acting as chairperson; a Student Services Administrator, as a panelist; an elementary administrator from a different school; a school nurse; and a community representative. This intervention is described in more detail in a separate section in this handbook.

10. **Student Study Team/Coordinated Care Team/Behavior Intervention Plans**

The Student Study Team (SST) is a formal process involving the student, parent/guardian(s), staff, and other appropriate individuals - to discuss the needs of the students and to explore alternatives for student assistance. Behavior interventions that are planned should be documented in some way. They can be part of the SST Memory Sheet, included in a behavior contract, or be documented through the creation of a Behavior Intervention Plan.

Interventions can include a referral for services provided by an outside agency, special education assessment, placement in an alternative program or a referral to a Necessary Small High School/Continuation High School Program.

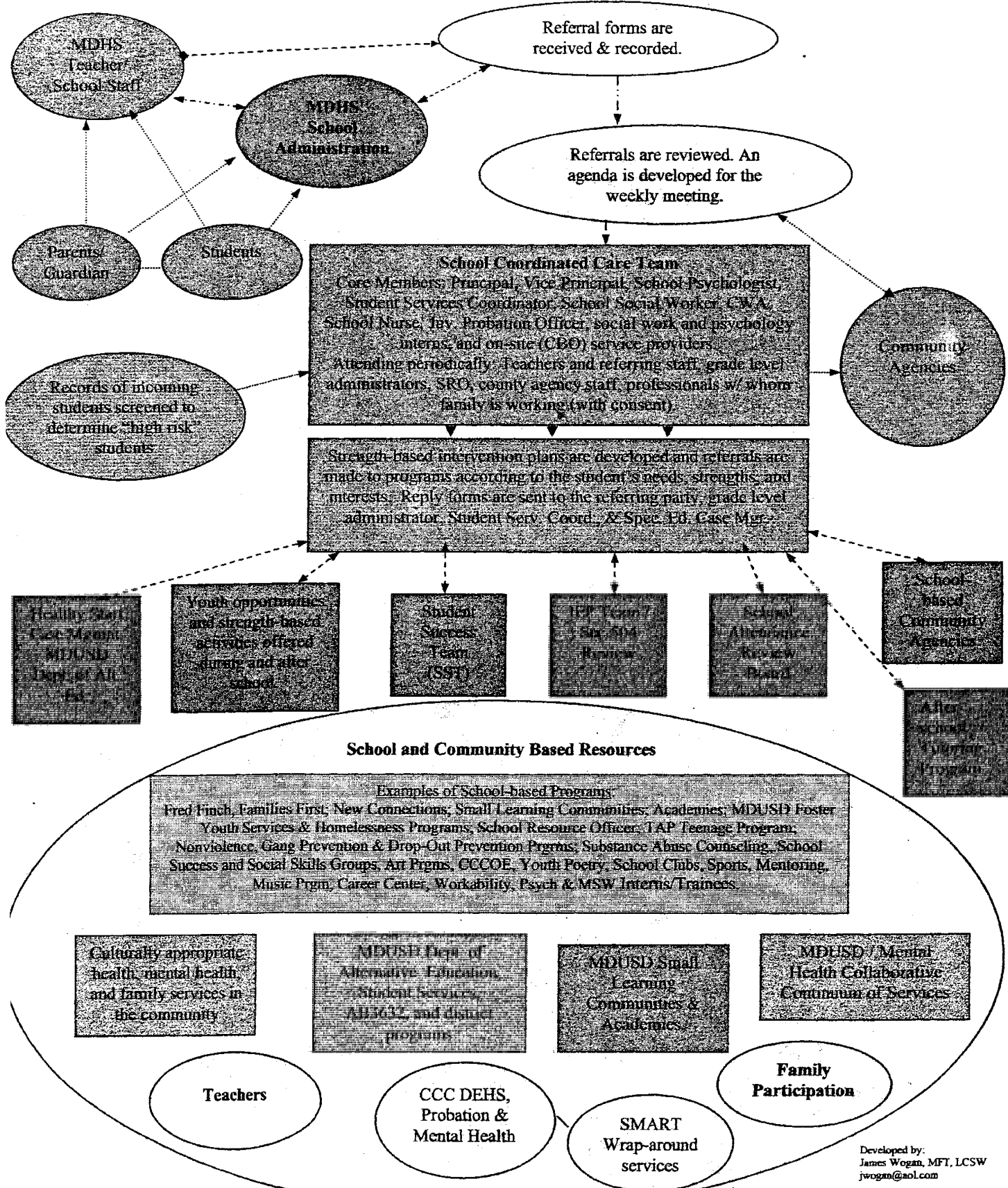
The Coordinated Care Team is a multi-disciplinary team comprised of school administrators, school social workers, child and family therapists from local community agencies, graduate level social work and psychology interns, representatives of the Contra Costa County Safe Schools Coalition, and a juvenile probation officer. Teachers, administrators, community members,

parents and guardians, and students themselves make referrals for counseling and support services when concerns arise. At most school sites, the Coordinated Care Team meets once a week to discuss students' concerns and develop strength-based plans. The purpose the Coordinated Care Team is to provide: 1) programs to make sure that all students are successful in school ; 2) promoting healthy child development and preventing problems from arising 3) a system for early detection and intervention if students are encountering difficulty learning; and 4) assisting those students with chronic and severe educational, behavioral, or emotional problems.

At many schools, school-based services include case management, individual and family therapy, and group counseling. Members of the Coordinated Care Team frequently refer families to culturally appropriate health, mental health, and social services available in the community. Coordinated Care Team members also respond to disaster and other incidents that may affect students and their families.

Members of the Coordinated Care Team provide support and services to both Special Education and General Education students and augments the school's ability to educate students in the least restrictive environment.

Mt. Diablo Unified School District Coordinated Care Team



Developed by:
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Other behavior interventions can include the following:

Physical Organization of Classroom

- The student will be seated near the teacher.
- The student will be seated near other students who present positive role models.
- The student will be seated in a location away from distracting stimuli (pedestrian routes, activity centers, air conditioners, etc.) or in a more quiet location in the room.
- The student will be provided with a study booth in the classroom to complete work.
- The distance between the student's desk and others will be increased.

Instruction

- The teacher will physically move close to the student when giving directions or presenting lessons.
- The student will be paired with another student to provide peer support and assistance.
- Key points will be provided in writing on board or on a screen using an overhead projector.
- A peer note taker will be provided to the student.
- Instructional strategies will be varied to accommodate the learning style of the student.
- The student will be allowed to tape record the lessons.
- The student will be personally asked by the teacher to orally review key points of the lesson.
- The student will have access to computer assisted instruction.
- The teacher will break lessons into shorter segments for the student.
- The teacher will verbally check for understanding with the student.
- Complex directions will be simplified for the student.
- The student will receive positive recognition in a timely manner for successfully participating in class activities and for successfully completing classwork and homework.
- The student will be permitted short breaks during or between assignments.
- The student will be given access to study support programs (i.e., math labs, after-school homework lab, student skills class, etc.)
- The student will be provided with regular periods of physical activity during class periods.
- The student will be provided with sequential tasks. Multi-task assignments or directions will be avoided.
- The student will be provided with limited choices.
- Eye contact will be provided by the teacher to the student when giving directions as often as possible and practical.
- The student will be provided with a structured program that provides as much routine as possible.
- The student will be provided with examples of work that he/she is expected to complete.
- The student's first name will be used in a constructive, positive manner when giving instructions.

Student Assignments

- Student will be provided with timely feedback on work completed.
- Positive reinforcement will be emphasized with student.
- Student will receive assistance in maintaining a daily log of assignments.
- Homework assignments will be modified and/or shortened as needed.
- The student's handwriting will not be graded.
- Alternative readings appropriate to the student's reading level will be provided.
- A modified scale will be used to grade assignments.
- Student will be provided with organization and study skill tips to more efficiently complete work.
- Extra time will be allowed for the student to complete work.
- Assignments will be provided in written form.
- Typewritten or computer generated work will be accepted.
- A "homework buddy" will be assigned to the student to provide peer support and assistance.
- The student will be permitted to have an extra set of books to keep at home.
- The student's correct responses on written assignments will be marked instead of mistakes.

Test Taking

- The student will be permitted to use text during exams.
- The student will be provided with oral exams when possible.
- The student will be provided with "take home tests" when appropriate.
- The student will be permitted to take extra time in taking tests.
- Test items will be read to student.
- More frequent, shorter quizzes will be used with the student in place of longer, less frequent tests.

Class Assignment/Daily Schedule

- The student will be given a different class schedule to accommodate morning/afternoon alertness or access to teachers using instructional strategies more compatible to the student's learning style.
- The student will be placed on a shortened day.

Behavior Management

- The student will receive positive recognition for appropriate behaviors.
- The student will receive support in developing self monitoring strategies.
- Staff will check with the student to assure an understanding of behavior expectations.
- Negative consequences will be used prudently and predictably.
- Nonverbal signals will be used by the teacher and student to communicate such things as need to stay on task or the need for a time-out.
- The student will be allowed to leave the room to see an administrator by using a prearranged nonverbal signal.
- The student will be referred for a vision and/or hearing assessment.

- The teacher will refrain from responding to inappropriate behaviors not dramatically outside classroom limits.
- The student will be allowed to move about the room when appropriate.
- The teacher/administrator will develop a behavior contract with the student and parent/guardian to identify in writing mutual expectations and responsibilities. Negative and positive consequences will be included in the contract.
- Time-out procedures will be developed with the student and parent/guardian.
- Recognition points will be awarded to the student for improved behavior.
- The student will be provided with positive opportunities to participate in community service.
- When behavior problems arise, the parent will be called to come to school and will sit with the student to assist student.
- The student will be encouraged to participate in extra-curricular and co-curricular activities.
- The student will be encouraged to participate in the school's mentor program.
- The student will be systematically excluded from class or school when identified inappropriate behaviors are present.
- When appropriate, in-school suspension or an official school suspension will be used with the student when behavior violations occur.

STUDENT BEHAVIOR CONTRACT

COMPOSITE LIST OF CONTRACT TERMS

The following is a recommended format for student behavior contracts. Included is a list of terms that can be used in a behavior contract with a student and parents. Only those terms that are relevant to the student should be used. Sample terms include ways to include mutual expectations for students, parents, and school staff.

Relevant terms should be selected to include in the contract. Terms should be amended to fit the specific circumstance and individual needs of a student. Variable data is listed in italics. School letterhead should be used for the contract.

RE: BEHAVIOR CONTRACT FOR (STUDENT NAME)

A (Conference, SST, Principal's Conference, Elementary Case Conference) was conducted on (date) and included (Persons amending conference). It was determined that (Student Name) will be allowed to remain at (School Name) and placed on a behavior contract. While concerns still exist, it is believed that allowing (Student Name) to remain at this school will give (him/her) an important opportunity to demonstrate (his/her) intent to comply with school behavior standards and classroom expectations. Continued enrollment at (School Name) will be contingent upon agreement by (Student Name) and (his/her) parents to the terms of this contract:

1. (Student Name) will provide the Principal with a written description of (his/her) behavior discussed at this conference and the detrimental impact that it had on other persons. (His/her) written work should also include (his/her) plans to avoid such behavior in the future. The written work is to be submitted to the principal by (date).
2. (Student Name) will avoid all conflict while at school. If problems arise that may lead to conflict, (he/she) is to seek assistance immediately from a school administrator, teacher, or other adult staff member.

(Student Name) is specifically directed to avoid all (name calling, running, hitting, and/or teasing, etc.) (He/she) is to immediately report any incident of harassment by other students to an adult staff member. (His/her) avoidance of conflict will apply to (his/her) going to/from school and while (he/she) is at school.

(He/she) may not threaten or intimidate any student at any time.

Furthermore, (he/she) is not to be involved as a spectator or "back up" for any other person involved in a fight or other kind of altercation.

3. The undersigned recognize that the use, possession, selling, or transporting of any drug or alcoholic substance or any paraphernalia to use such substances on school grounds is illegal.

(Student Name) agrees that (he/she) will refrain from any future involvement in any of the illegal activities cited above. (He/she) recognizes that associating with individuals who participate in any of the above mentioned activities will be unacceptable to school officials and (his/her) parents and agrees to avoid such activities.

(Student Name) and (his/her) parents will attend the Drug and Alcohol Abuse Workshop. (Student Name) will meet and work with the drug and alcohol counselor at school.

4. (Student Name) is to refrain from using or having any form of tobacco in (his/her) possession on or near campus.
5. (Student Name) is to avoid having any weapon or object that could be used or represented to be a weapon in (his/her) possession.
6. (Student Name) will refrain from stealing or causing damage to school or personal property of others, nor will (he/she) be involved in any activity that threatens or could lead to the theft or damage to school or personal property.

DISTRICT POSITIVE BEHAVIOR TEAM**Philosophy and Purpose**

The District Positive Behavior Team is designated to bring together district staff, various partners and agencies to recommend appropriate strategies/placement for students referred with 10 or more days of cumulative suspensions. The format is similar to the School Attendance Review Board or a Coordinated Care Team at the district level. The District Positive Behavior Team is an intervention for students exhibiting chronic behavioral difficulties or when the severity of a single act warrants district intervention as an alternative to expulsion. District Positive Behavior Team generated plans for students may include a change of placement (administrative placement, involuntary transfer, or voluntary transfer), strength based activities, and counseling referrals. The goal of the District Positive Behavior Team is to find a solution that supports success for the student.

Criteria

The District Positive Behavior Team will review student discipline referrals with 10 or more days of cumulative suspensions. The referred students will be identified as “at risk” due to multiple offenses and violations that have resulted in a series of suspensions during the school year. The school has identified that the student has repeatedly violated the behavior code and prior interventions have not altered the student behavior. Therefore, continuing violations would result in a recommendation for student expulsion.

District Positive Behavior Team Core Members

- Director of Student Services
- Director of Alternative Education
- Administrator of School Linked Services

- Psychologist
- CWA Liaison
- Administrator from High School, Middle School, or Elementary School as appropriate (not from referring school)
- Probation Representative/SRO
- County Mental Health Representative
- Assistant Director of Student Services
- Nurse
- Parent

District Positive Behavior Team Invited Members

- Director of Adult Education
- Assistant Director of Adult Education
- Program Specialist
- School Social Worker
- New Connections Representative
- Law Enforcement Representative
- Park & Recreation Representative
- Children and Family Services Representative
- First Five Representative
- Center for Human Development Representative
- Community Violence Solutions Representative
- STAND Against Violence Representative
- Safe Schools Coalition Representative

**Core members of the committee will be selected at the beginning of each academic year. The term of service on the committee will be for one year. (Rotating/invited)*

Meetings:

The District Positive Behavior Team will meet for 3 hours at least twice a month as needed.

Procedures

A referral packet is received by Student Services at least 1 week prior to the scheduled District Positive Behavior Team.

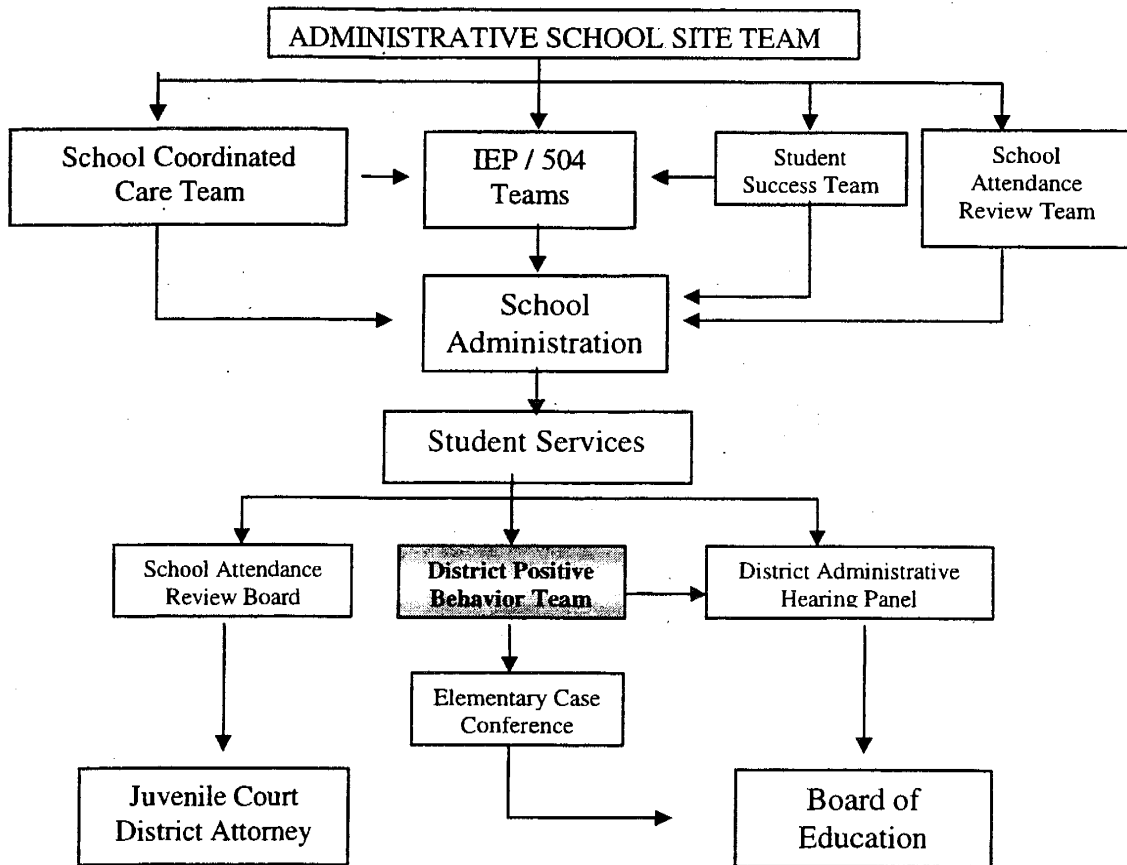
A complete referral packet contains:

- Application form including interventions, accommodations, modifications, and parent/guardian contacts
- Activity Tracker
- Attendance Record
- Special Education information including current IEP and Psych Report
- 504 Information
- Academic Record including transcript and testing information

Parents/Guardians are notified by certified mail of the date and time of the hearing

At the hearing, the referring school representative presents a short summary of the student's case. The student and their parents/guardians should attend and participate in the process. Information is shared and questions answered. The committee deliberates and determines a plan. This plan is written into an agreement signed by the committee chairperson, student, and the parent/guardian. A review date will be included in the plan to monitor the progress of the student toward meeting the expectations agreed upon. Should there be continued violations of the provisions of the agreement; the site administrator may pursue a recommendation for expulsion.

Mt. Diablo Unified School District District Positive Behavior Team



- g. The school shall provide documentation that other alternatives and interventions are found to be ineffective or inappropriate prior to a District Positive Behavior Team referral.
- h. By interdistrict mail, or e-mail, the District Positive Behavior Team clerical staff forwards the District Positive Behavior Team hearing agenda, referral packets and a copy of the letter to the parents and the school representatives.
- i. The District Positive Behavior Team clerical staff phones or e-mails the day prior to the hearing reminding all involved of the date, time and place of the meeting.

AR 5113.12(d)

- j. The District Positive Behavior Team hearing is conducted with a District Student Services Administrator as chairperson. The District Positive Behavior Team composition will include the core members which are the Director of Student Services, Director of Alternative Education, Administrator of School Linked Services, Psychologist, CWA Liaison, Administrator from High School, Middle School, or Elementary School as appropriate (not from referring school), Probation Representative, or SRO, County Mental Health Representative, and Parents/Guardians.
- k. The District Positive Behavior Team clerical staff will forward written directives of the District Positive Behavior Team by the U.S. Mail to student and parent(s) with copies to the District Positive Behavior Team panel members and school representatives.
- l. Students will be monitored on a monthly or quarterly basis by attending a District Positive Behavior Team meeting along with the site administrator/designee who presents updated behavior information. Copies of this information will be sent to Student Services one week prior to the meeting.
- m. If the student fails to comply with The District Positive Behavior Team directives, the student may be recommended by the District Positive Behavior Team for expulsion or other district disciplinary actions as appropriate.

DISTRICT POSITIVE BEHAVIOR TEAM
CHECK LIST COVER SHEET

Student _____ DOB _____

School _____ Grade _____

Referring Administrator _____ Date Submitted _____

- ___1. Copy of Parent letter regarding meeting
- ___2. District Positive Behavior Team Referral Form
- ___3. Attendance Record
- ___4. Academic Record (Report Card, Transcripts)
- ___5. Behavior Record
 - Activity Tracker(date, incident, parent contact)
 - Copies of official suspension notices
 - Total number of days suspended
- ___6. Behavior Support Plan
- ___7. IEP of 504 if applicable
- ___8. Student Success Team Meeting Summary
- ___9. CARE Team Summary of Intervention Plan
- ___10. Student Contract
- ___11. Phone Log
- ___12. Other intervention information

Please forward the completed referral packet and supporting documentation to the Student Services Office. Information must be received at least 10 days prior to the scheduled meeting date.

* Note: this data is not confidential; parents have access to this document.

**Mt. Diablo Unified School District
Positive Behavior Team
Referral Form**

Name of Student: _____ School: _____ Grade: _____

Date of Birth: _____ Age: _____ Male / Female Ethnicity: _____

Address: _____

Parent/Guardian: _____ Parent/Guardian: _____

Home Tel: _____ Work Tel: _____ Cell #: _____

Language Spoken at Home _____ Translator Required: Yes / No

Siblings: (Name, Grade, School): _____

Special Education: Yes / No: If yes, (please circle): Part-time Full-time Other: _____

Designated Instructional Services: Yes / No Behavior Support Plan: Yes / No Section 504: Yes / No

Group Home / Foster Care Placement: Yes / No Student on Probation: Yes / No / Unknown

If yes, Social Worker: _____ Tel: _____

If yes, Probation Officer: _____ Tel: _____

Name of Health Insurance (required): _____ Uninsured

Please describe your primary concern about this student:

Please describe this student's strengths/ interests/talents:

Site Intervention Summary:

Please check the following if applicable. Please enclose related documents.

- SST Care Team IEP 504: Parent Conferences SART SARB
 CWA liaison referral Modifications to School Program Referred for Special Ed. Assessment
 Site-based Counseling Referred to outside agency: _____
 Retention: If yes, grade _____.

Please describe your contacts with this student's family or caretakers:

Please describe any known difficulties this student's family is experiencing: (i.e. housing, financial, employment, separation/divorce, health problems, grief/loss, other.)

Referring Administrator: _____ Tel: _____ Date: _____

District Positive Behavior Team Hearing Summary Report

Initial Hearing (Date) _____

Follow-Up Hearing (Date) _____

The Mt. Diablo Unified School District Positive Behavior Team has determined (name) _____, who attends (school) _____ will benefit from the directives of this Committee.

The directives of the Positive Behavior Team are as follows:

THE STUDENT SHALL:

- | | |
|---|---|
| <p>___ 1. Participate in counseling at: (name of agency/tel): _____</p> <p>___ 2. Participate in the following program(s) at school: _____</p> <p>___ 3. Participate in the following program(s) at MDUSD Loma Vista Adult Education Center: 1266 San Carlos Drive, Concord: (925) 685-7340, ext. 2771: _____</p> <p>___ 4. Meet with (staff) _____ at school on _____ a regular basis to discuss positive changes in behavior.</p> | <p>___ 5. Complete Daily / Weekly Progress Reports (please circle) and submit to: _____</p> <p>___ 6. Improve attendance and attend all scheduled classes each day.</p> <p>___ 7. Participate in the California Offender Program Services (COPS) 1st Saturday of each month, Concord Police Station, 1350 Galindo Street, 9am-3:30 pm.</p> <p>___ 8. Participate in the following activities according to his/her talents/interests: _____</p> <p>___ 9. Other _____</p> |
|---|---|

THE PARENT SHALL:

- ___ 1. Know their legal obligation to ensure the child (a) follows school rules; and (b) arrives at school on time ready to learn.
- ___ 2. Attend all school meetings and conferences concerning their child: (notes): _____
- ___ 3. Schedule Primary Care Physician / Medical Appointment (notes): _____
- ___ 4. Schedule Psychiatric Evaluation for Child (notes): _____
- ___ 5. Participate in Child / Family Counseling Services: (agency/tel #): _____
- ___ 6. Consider Requesting Respite Care and/or Family Support Services (Child Protective Services): (925) 646-1680
- ___ 7. Participate in the following programs at Mt. Diablo Adult Education/Parent Education Center (925) 685-7340, ext. 2771
- Parenting Class: _____ Teen Anger Management Workshop: _____
- Parent Project: _____ Drug & Alcohol Workshop: _____
- ___ 8. Obtain assistance obtaining health insurance / medical services, please call: _____
- ___ 9. Coordinate plans to change behavior with School Psychologist: _____ (Tel#) _____
- ___ 10. Other services/support: _____

THE SCHOOL SHALL:

- ___ 1. Monitor attendance & behavior (notes): _____
- ___ 2. Provide Daily / Weekly (please circle) progress reports: _____
- ___ 3. Assign administrator as contact person _____
- ___ 4. Keep parent informed of progress and achievements (notes) _____
- ___ 5. Hold IEP / 504 Plan / Student Success Team (please circle) meeting: _____
- ___ 6. Other: _____

THE DISTRICT POSITIVE BEHAVIOR TEAM SHALL:

- ___ 1. Review the student's and parent's compliance with the Committee's directives on (date): _____
- ___ 2. Refer for Administrative School Transfer (notes): _____
- ___ 3. Assign MDUSD School Psychologist to coordinate interventions (Name) _____ (Tel#) _____

Student's Signature Date

Signature of Parent/Guardian Date

DPBT Chairperson Date

Site Administrator (referring school) Date

MDUSD Administrator Date

MDUSD School Psychologist Date

**Mountain View Elementary
Discipline Policy**

Mountain View Elementary Discipline Policy

The students at Mountain View are informed of the discipline policy in multiple ways. The teachers review the school rules, including discipline, at the start of the year in their individual classrooms. There is also an assembly to review the school rules, to include discipline policy, at the start of the year. In addition, the Principal visits each classroom to review the school rules, which includes the discipline policy.

The parents of Mountain View students are informed of the discipline policy when they are given their Mountain View Parent Handbook at the start of the school year, at Mustang Day. Also, parents are given a review of the school rules, to include the discipline policy, at Back-to-School Night in their child's classroom with the teacher.

STUDENT CONDUCT AND DISCIPLINE

All students are expected to understand and strictly follow school rules and standards of acceptable behavior. Self-discipline and personal responsibility are required.

We discuss school rules, standards for behavior, classroom rules, and Lifeskills at the beginning of the school year and review them as needed. Classroom teachers will also give this information to students and parents at Back-to-School Night. New students will receive this information upon enrollment.

Pat-On-The-Back Awards

Staff members recognize students for demonstrating the Lifeskills with Pat-On-The-Back awards.

Citations

A citation is issued when minor violations of school and class expectations occur. All members of the staff may issue citations. (Parents will be sent a copy of the citation via the student at the time the violation occurs.) In fourth and fifth grades, any missed assignments (class work or homework) will result in a citation.

Detention

Students are assigned to serve detention for repeated misbehavior at school or for a major violation of school rules. Detention is scheduled twice a week (T-Th). Parents are notified before the scheduled detention. The detention time is 40 minutes for primary grade students and 50 minutes for upper grade students. Students are expected to serve detention unless there is a valid reason. Excused detentions will be rescheduled. Detention time is doubled if a student fails to serve a scheduled detention.

Detentions are assigned if:

- 1) A student is cited for more than three minor school rule violations, or 3 missed assignments (4th & 5th grades)
- 2) A student is cited for a major school rule violation.

Major Violations are:

- a) Fighting or the physical abuse of others.
 - b) Being disrespectful.
 - c) Throwing dangerous objects.
 - d) Abusing or destroying property.
 - e) Using profanity or vulgarity.
 - f) Continuing with a recently repeated offense.
 - g) Disrupting school and class activities.
- 3) For every 3 unexcused tardies in a semester.

Students who receive more than three detentions are subject to suspension if improvement in behavior is not noted. Suspensions will occur for major offenses such as fighting, attacks on staff, and other offenses listed in the district's "Student Conduct and Discipline Policy." In-house suspensions may also occur after review by the Student Study Team (SST) or at the discretion of the principal.

Policy Regarding Sexual Harassment

The Mtn. View policy for students is as follows: No gender-related or other name calling, offensive language, vulgar words or gestures. This includes inappropriate written notes, jokes, and/or pictures. There will be respect for individual privacy and bathroom use; inappropriate and unwanted touching will not be tolerated. Students who violate this policy will be subject to disciplinary actions as described in the Discipline Policy.

Due Process

If there is a question regarding a disciplinary action, the parent should contact the person responsible for the action. If this attempt to clarify and to reach an understanding is not successful, the parent may contact the principal.

A copy of Mount Diablo Unified School District's "Student Conduct and Discipline Policy" is distributed to all parents each fall. The booklet describes the rights and responsibilities of students, teachers, parents, and administrators.

HOMEWORK

Homework is an important tool in promoting academic success. It reinforces classroom studies and promotes home study skills. The staff has developed a homework program that extends the classroom instruction.

Study Hall

Study Hall is available each week on Tuesdays and Thursdays from 3:00 – 4:00 p.m. The purpose is to provide a quiet after-school environment for students in grades 1-5. The teacher will assist students with assigned homework but will not provide tutorial service.

Homework Standards

The following standards will help students and parents plan for homework. Where a suggested number of days or time spent each night is stated, the teacher may elect to exceed the standard.

Kindergarten: No set standards. Teachers periodically assign activities to students to do with parents. Time required will vary but will be appropriate for the Kindergarten age level.

First Grade: Nightly about 20 minutes per night. Not to exceed 30 minutes per assignment. Spelling word practice and supplement reading.

Second Grade: 20-30 minutes at least 4 nights per week.

Third Grade: Students are required to read 100 minutes per week.

Fourth Grade: At least four nights per week, not to exceed 60 minutes per night.

APPENDIX A

ANNUAL PLAN TIMELINE AND CHECKLIST

ANNUAL PLAN TIMELINE

<u>DATE</u>	<u>ACTIVITY</u>	<u>PERSON(S) RESPONSIBLE</u>
Aug/Sept	Facility Hazard Assessment Staff Review of Plan Review/Update Plan	District implement? Update as needed Response Procedures, After-incident Procedures, Staff Roles with Alternates
Sept	Update School Map First Aid Review Survey of Staff Skills (SECTION 12, APPX H)	Jana Branscum Nurse Christine Seuss Safety Committee Member collects
Sept/Oct	Student Instruction on Plan Implemented *Intruder Alert *Shelter in Place *Evacuation Drill Parent Involvement in Plan *Parking * Set-up Support *Clean-up Support	Staff Meeting Agenda Item-Teacher Safety Committee Member oversee
Oct	Disaster Drill – All	Principal with Staff and Students
Oct-June	Fire Drills – Monthly	Principal with Staff and Students
Feb	Shelter in Place Drill - All	Principal with Staff and Students
Mar	Plan Completed *Approval by School Site Council *Submit to District	Rachelle Cashion & Safety Committee
April	Intruder Drill – All	Principal with Staff and Students
May/June	Inventory & Replace Supplies *Teacher Buddy Barrels, *Classroom Backpacks *Update Resources *Community Contacts	Parent Safety Committee Member

PLAN CHECKLIST

- ___ **Roles and responsibilities are outlined.**
- ___ **Community resources are identified.**
- ___ **Method of communicating with law enforcement is established.**
- ___ **Method of communicating with district office is established.**
- ___ **Method of communicating with staff is established.**
- ___ **Method of communicating with students is established.**
- ___ **Method of communicating with parents and community is established.**
- ___ **Location of all critical information (such as school blueprints, staff medical information, etc.) is outlined.**
- ___ **Location of supplies is listed.**
- ___ **Command center location, function and staffing are outlined.**
- ___ **An accountability system is outlined to track students and staff and to release students to parents and caregivers.**
- ___ **Provisions for site management and security are clearly outlined.**
- ___ **Provisions for working with the media are in place.**
- ___ **Roles and relationships with community agencies are spelled out.**
- ___ **Activities to deal with the aftermath are outlined.**
- ___ **Mechanism to provide support to students, staff and parents during and after the crisis is outlined.**
- ___ **A system of ongoing communication is in place.**
- ___ **Activities to acknowledge and thank those who helped are listed.**
- ___ **The Crisis Plan is evaluated on a regular basis.**

Mountain View Elementary
Emergency Preparedness
Community Resources

District Office: 682-8000
1636 Carlotta Dr., Concord
Emergency Contact

Fire Station:
Station 11 6500 Center Avenue, Clayton
CalFire, Clayton 672-6400
Concord Police Department 671-3377
4467 Clayton Rd., Concord

American Red Cross
1300 Alberta Way, Concord 603-7400

Hardware Store:
Bill's Ace Hardware 4451 Clayton Rd., Concord 825-4100
West Valley Builders 1699 Georgia Dr., Concord 682-8172

Restaurants:
Guadalajara Grill 5400 Ygnacio Valley Rd, Concord 672-4430
Strictly to Go Pizzeria 4702 Clayton Rd., Concord 671-2777
El Tapatio 4475 Treat Blvd., Concord 827-2413
Burger King 5400 Ygnacio Valley Rd., Concord 672-6090
Taco Bell 4674 Clayton Rd., Concord 687-4815
McDonald's 4550 Clayton Rd., Concord 825-5585
KFC 4660 Clayton Rd., Concord 680-7796

Grocery:
Foodmaxx 4505 Clayton Rd., Concord 887-8000
Albertson's 5190 Clayton Rd., Concord 680-2630
Safeway 5431 Clayton Rd., Clayton 672-2107
Safeway 4309 Clayton Rd., Concord 680-1175

Catering
Fritz's Quality Meats 3495 Clayton Rd., Concord 685-8204
Parma Delicatessen 3521 Clayton Rd., Concord 685-5705

Mountain View Elementary
Emergency Preparedness
List of Supplies*

<i>Item Description (Quantity)</i>	<i>Reason</i>
School signage	To secure school gates and entrances, detail where parents/adults are to enter/exit *See sheet following for details on signs
Toilet Seats to fit 5 Gallon buckets (6)	For portable toilets
Orange Safety Vests for all staff (75)	To recognize and distinguish staff and support members
Instant Ice Packs (125)	For infirmary, classroom backpacks, buddy barrels
Glow Sticks (550)	450 are for children, 100 are for buddy barrels (adult use)
Coolers for medications (one per teacher)	Keep refrigerated meds cold and store all meds to deliver to teachers
Flashlights (30)	For teacher tote and buddy barrels
Batteries (C cell)	For flashlights
Stickers (400)	For release cards
Rolls of red duct tape (30)	For marking classrooms CLEAR
Pre-toothpaste toothbrushes (1 per child)	For each class if overnight occurs
5-Gallon Round Buckets with handles and lids (30)	For toilet stations and storage
Space blankets (100)	To keep students warm
Hand-Crank radio (1)	For use in command post
Clear traffic wands with flashlights (12)	For teacher use
Red Mag-Lite traffic wands (10)	For use in parking area
Wet-ones (individually wrapped) 2 boxes	For sanitary napkin kits
Water (4 cases)	For classroom backpack
Capri Sun Drinks (8 boxes)	For classroom backpack
Baby wipes (5 boxes)	For buddy barrels
Bactine or hydrogen peroxide (2 per class+)	For buddy barrels and infirmary
Batteries-misc. sizes (unlimited)	For flashlights, radios, etc.
Card Games (unlimited)	For buddy barrels
Paper Towels (6 per class)	For buddy barrels
Hand sanitizer/Waterless Soap (3 per class)	Classroom backpack and teacher barrel
Blankets (10)	For infirmary
Sleeping Bags (2)	For use in tents
Tents (3)	For tent city
Tarps-misc sizes (25)	For use under tents, makeshift tents, portable toilets, infirmary, covering debris, morgue

Disinfecting Wipes (5 containers)	For infirmary
Kleenex tissues (unlimited)	For buddy barrels, infirmary
Adhesive Tape (11 rolls)	For infirmary
Bandage scissors (16 pairs)	For infirmary
Paper toilet seat covers (6 boxes)	For portable toilets
Whistles (75)	For teacher/staff vests and student passes
Permanent Pen (61)	For use in classroom backpacks
Crayons (100 boxes)	For use in buddy barrels
Large, black trash bags (2 cases)	For use in buddy barrels
Pencils (20 dozen)	For use in buddy barrels
Extra Fine Sharpie Pens Black (40)	For use in Clearance Room
Pads of paper for easel (2)	For use in Command Center
Dowels (6)	For use in portable toilets for toilet paper
Blue Ice (20-8 ounce size)	For teacher/staff/student medication coolers
Blue Ice Block 14 oz. (10)	For back-up refrigeration
PT Rubber Mallet (2)	To secure lids on full buckets in portable toilets
Small waste baskets (6)	For portable toilets
Tap lights (25)	For classrooms, Command Center, Release Room, Clearance Room
Storage Totes (10)	For Clearance Room, Release Room, and Command Center
Yellow Caution Tape (2)	For marking clear entrances and exits

*This list is a compilation of items found in storage as well as items obtained this year.

- Bill's Ace Hardware donated items totaling \$575.00.

Mountain View Elementary
Emergency Preparedness
List of Supplies Needed

<i>ItemDescription (quantity)</i>	<i>Reason needed</i>
Board Games (unlimited)	For buddy barrels
Hand sanitizer/waterless soap (2 more per class)	For classroom backpacks, buddy barrels
Blankets (3 dozen)	For infirmary
Sleeping Bags (1 per two children)	For use in tents
Tents (1 per group of 6 children)	For tent city
Academy Broadway Water Carrier -5 gallon collapsible (12)	For transporting water from barrels
Truper Bow Rake (4)	To clear debris
Collins Double-face sledge hammer 8# (4)	To breakdown debris
Ames Snow Shovel (6)	To clear debris from classrooms and sidewalks
PT Rubber Mallet (2)	To secure lids on full buckets in portable toilets
Michigan Pattern Ax 3 ½ # (6)	For entering blocked classrooms/buildings
Axe Eye Splitting Maul 8 # (3)	For entering blocked classrooms/buildings
Forehead thermometers (60 to be donated)	For use in classroom backpacks and infirmary
Crowbars (one per teacher)	For use to exit classroom
Punch-outs (P-9 & P-10 rooms)	For use to exit classroom
2-Way Radios with rechargeable batts and regular batteries (16 sets)	For radio communication between Command Center/Clearance Room/Release Room & Classrooms
55 Gallon water storage barrels	To store large quantity of water for student/staff/medical use
Water Preserver	To treat water in storage barrels-good for up to five years
20 Rolling Coolers or mesh rolling bags (one per classroom)	To transport water bottles out of rooms
Megaphone (two)	For use in MU or outside in parking area
Bungie Cords (20 packages)	To use for bundling and securing debris
Lettering on Teacher Vests (orange)	To clearly identify teachers and staff vests
Crank Radios (14)	To keep all areas apprised of news and for background noise
Stretchers (10)	For infirmary
Cots (3 dozen)	For infirmary or classroom use
Bed pans/urinals or "Travel Johns" (2 dozen)	For infirmary
Toilet deodorizers (18)	For portable toilets
Tablets for breaking down solid-waste (30)	For portable toilets
Safety Orange cones (12)	For parking area
Painters masks (4 dozen)	For clearing debris

Blue, ear-loop procedure masks (1
case= 20 boxes of 50 each)

For infirmary

Mountain View Elementary
Emergency Preparedness
Signage

<u>Signage:</u>	<u>For location:</u>
Two (2 quantity) signs reading: "REPORT TO CLASSROOM A-1, A-2 or A-3 at FRONT OF SCHOOL"	For back gate For MU front door
Two (2 quantity) signs reading: "NO ADMITTANCE REPORT TO CLASSROOM A-1, A-2 or A-3 at FRONT OF SCHOOL"	For "P" and "C" wing gates
Two (2 quantity) signs reading: "STUDENT LAST NAMES ENDING A-F"	For Clearance Room door Room A-1
Two (2 quantity) signs reading: "STUDENT LAST NAMES ENDING G-N"	For Clearance Room door Room A-2
Two (2 quantity) signs reading: "STUDENT LAST NAMES ENDING O-Z"	For Clearance Room door Room A-3
Two (2 quantity) signs reading: "RELEASE ROOM Only enter after receiving Release Form from Room A-1, A-2 or A-3"	For Release Room door Office Door at front of school



4451 Clayton Road • Concord, CA 94521 • 925-825-4100
3610 Pacheco Blvd. • Martinez, CA 94553 • 925-228-6135
1530 Contra Costa Blvd. • Pleasant Hill, CA 94523 • 925-682-5000
3375 Port Chicago Hwy • Concord, CA 94520 • 925-726-0333

Corporate Office:
3503 Pacheco Blvd.
Martinez, CA 94553
925-228-6150 • Fax 925-228-9300

January 8, 2008

To: Mountain View Elementary
From: Wilma Hawkins, GM Bill's Ace Hardware

Rc: Emergency Supplies

To Whom It May Concern:

Thank you for giving us the opportunity to help local school establish their emergency supply provisions. We pride ourselves in getting involved in the community and our strong supporters of emergency preparedness as well. All of our store managers are CERT and can answer many questions that you may have.

We have set up a cash account #42433 that can be used at all four of our locations to access special pricing on the emergency preparedness supplies on the attached list. We would like to jump-start your efforts with retail merchandise from your preparedness request list valued at \$575.00. I will personally deliver this product at your convenience.

This special discount will be available for all of your student's families to encourage them to also update or start their emergency supply kits. Additionally I would encourage anyone in our community to enroll in the 20 hour CERT training available through the City of Concord.

Sincerely,

A handwritten signature in black ink, appearing to read "Wilma Hawkins".

Wilma Hawkins
General Manager, Bill's Ace Hardware

APPENDIX B

INCIDENT COMMAND SYSTEM DESCRIPTION & USAGE

INCIDENT COMMAND SYSTEM [ICS] DESCRIPTION & USAGE

The Incident Command System [ICS] is an emergency response system used to manage an emergency incident at a specific facility or site. It is a “field level” emergency response system to a specific incident or type of incident. This is in contrast to the Standardized Emergency Management System which is used to “manage” resources at a district-wide level. The ICS can be used for both small and large incidents. It was developed in the late 1970’s as a result of coordination problems among response agencies during large fires in the Los Angeles hills. The system has considerable flexibility and can expand or contract to meet different needs of the incident.

The character of the Incident Command System includes the following elements:

- **Modular Organization** – is the method by which the ICS organizational structure develops, based upon the type and size of the incident. The organization’s staff builds from the top down as the incident grows, with responsibility and authority placed first with the Incident Commander. At all incidents there will be five functions [see below]. These may, as the incident grows, be organized and staffed into sections. Initially, the Incident Commander may be performing all five functions. Then, as the incident grows, each function may be established as a separate section with several units under each section. [A typical ICS organization chart is shown on the page following the end of this section.]
- **Common Terminology** – is the established common titles for organizational structure and functions, resources, and facilities within the ICS.
- **Coordinated Communications** – are managed through the use of a common communications plan and an incident-based communications center established for the use of tactical and support resources assigned to the incident.
- **Consolidated Action Plans** – identify objectives and strategy determinations made by the Incident Commander for the incident, based on the requirements of the affected area and agency jurisdiction. The consolidated action plans for an incident document the tactical and support activities required for the operational period.
- **Manageable span of control** – within the ICS is a limitation on the number of emergency response personnel who can be effectively supervised or directed by an individual supervisor. The type of incident, the nature of the response or task, distance and safety will influence the span of control range. The ordinary range is between 3-6 persons.
- **Pre-designated Incident Response Facilities** – is identified within the ICS. The determination of the types and locations of facilities to be used will be based upon the requirements of the incident.
- **Comprehensive Resource Management** – is the identification, grouping, assignment and tracking of resources utilized during an emergency incident.

For some incidents, and in some applications, only a few of the organizational functional elements may be required. Conversely, if there is a need to expand the organization, additional positions exist within the ICS framework to meet virtually any need.

ICS establishes a structured organization with specified lines of authority utilizing a coordinated reporting system. There is complete unity of command as each position and person within the system has a designated supervisor. Direction and supervision follows established organizational lines at all times.

Every incident or event has specific major command actions that must be performed. Even small incidents requiring only one or two responders will utilize the same actions to some degree. The size of the incident will dictate the size and extent of the response organization. This is determined by the Incident Commander in charge at the incident location. The “manageable span of control” means that a person in charge “supervises” no more than five [5] persons.

The organization of ICS is based on five major management functions, which are also utilized in the SEMS response structure:

- **Command [Management]** - responsible for overall policy & coordination
- **Operations** - responsible for actually performing the actions that make up the emergency response
- **Planning/Intelligence** - responsible for collecting, evaluating and disseminating information; maintaining documentation and evaluating incoming information to determine the potential situation in the not-too-distant future
- **Logistics** - responsible for providing facilities, services, personnel, equipment, materials
- **Finance** - responsible for financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures

These five management functions are the foundation upon which the ICS organization develops. They apply to handling a routine emergency, organizing for a major incident or managing a major response to a disaster.

On small incidents, these major activities may all be managed by one person, the Incident Commander. Large incidents usually require that these activities be set up as separate "sections" within the organization. Each of these sections may be further divided into branches, units and groups, as needed.

Command staff consists of the Incident Commander, Deputy Incident Commander, Public Information Officer, Safety Officer and the Liaison Officer. General staff includes the section chiefs from each section.

The Standardized Emergency Management System [SEMS] was developed and organized around the ICS model and structured to interact with an ICS set-up at an incident location.

Mountain Elementary
Emergency Preparedness
Response Procedures

Intruder Alert
 Threatening stranger on campus, hostage situation, office takeover, campus unrest, riot, gang fight, gun shots at/near school.

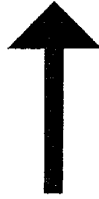


“Staff, I need you to initiate lock down procedures immediately. Remain in lock down until further notice.”
 Bells sound.
 Message repeated.



-Lock doors, close windows and blinds or curtains.
 -Turn off TV, radio, overhead.
 -Turn on computer to access school email.
 -Students shelter behind desks, away from windows, stay quiet.
 -Teacher turn walkie-talkie ON low.
 GO TO PAGE _____

Shelter in Place
 Severe windstorm, chemical spill near school, fallen aircraft, rabid or vicious animal, water contamination, food poisoning, allergic reaction



“Staff, I need you to initiate shelter in place procedures immediately. Continue to shelter in place until further notice.”
 Bells sound.
 Message repeated.



-Close windows, shut door and curtains or blinds.
 -Turn off all equipment.
 -Do not drink water, eat food or turn on any electrical equipment (computer, microwave, overhead).
 -Shelter away from windows and vents.
 GO TO PAGE _____

Evacuation
 Fire, earthquake, bomb threat, natural gas leak, ruptured gas line, major system failure (power, water, telecommunication), suspicious package.



“Staff, I need you to evacuate to primary evacuation site immediately.”
 Bells sound.
 Message repeated



-Teachers take backpack, roll list and walkie talkie. Put on orange vest.
 -Leave room last. Mark room with large, red X to denote room is ALL CLEAR.
 -Evacuate to site and await further directions.
 GO TO PAGE _____

ALL CLEAR= “Mountain View Mustangs are prepared!”

Mountain View Elementary
Emergency Preparedness
After-Incident Procedures

Intruder Alert

After bells sound and lockdown occurs, await "ALL CLEAR" signal="Mountain View Mustangs are prepared!"

- Locate snack and water in classroom
- Assess students for injuries or uneasiness

If "ALL CLEAR":

**Discuss with students the incident to the best of your knowledge. *Discuss how well/not well directions were followed. *Return classroom to normalcy.*

IF **NOT** ALL CLEAR:

- Await determination to activate Command Center for Incident Commander.
- Know your role and where you should go while plan is activated
- Know your buddy teacher and where your students will be located
- Access Student Release Center for dismissal of students or use Unauthorized Release Form.

Shelter in Place

After bells sound and shelter in place occurs, await "ALL CLEAR" signal="Mountain View Mustangs are prepared!"

- Locate snack and water in classroom
- Assess students for injuries or uneasiness

If "ALL CLEAR":

**Discuss with students the incident to the best of your knowledge. *Discuss how well/not well directions were followed. Return classroom to normalcy.*

IF **NOT** ALL CLEAR:

- Await determination to activate Command Center from Incident Commander.
- Wing Leaders check clearance of all wings.
- Know your role and where you should go while plan is activated
- Know your buddy teacher and where your students will be located
- Access Student Release Center for dismissal of students or use Unauthorized Release Form.

Evacuation

After bells sound and evacuation occurs, await "ALL CLEAR" signal="Mountain View Mustangs are prepared!"

- Locate snack and water amongst students
- Assess students for injuries or uneasiness

IF "ALL CLEAR:

**Discuss with students the incident to the best of your knowledge. *Discuss how well/not well directions were followed. *Return classroom to normalcy.*

IF **NOT** ALL CLEAR:

- Await determination to activate Command Center from Incident Commander.
- Know your role and where you should go while plan is activated
- Know your buddy teacher and where your students will be located
- Access Student Release Center for dismissal of students or use Unauthorized Release Form

ALL CLEAR= "Mountain View Mustangs are prepared!"

Mountain View Elementary
Emergency Preparedness Plan
Command Center Role Descriptions

Wing Leaders

- Evacuate own classrooms first
- Return to check bathrooms, storage, classrooms without red "X"
- Call to Command Post/Evac Branch Supervisor when wing is clear

Evac Branch Sup/Safety&Security Officer

- Look for other hazards
- Stop and prevent unsafe acts
- Look into accidents relating to disaster
- Develop, recommend, and enforce measures to assure the safety of all personnel

Incident Commander

- Overall care, welfare, safety and security of staff and students;
- Develop and authorize disaster action plan;
- Insure adequate safety measures are in place for staff and students.

Finance

- Supervise all financial aspects of disaster
- Prepare emergency ordinances
- Enforce emergency actions

Planning/Intelligence Chief

- Collect, evaluate, document and use known information about disaster to assist IC
- Status of resources
- Maintain accurate records and site map
- Provide ongoing analysis of situation and resource status

Logistics Chief

- Oversee the facilities, services, personnel, equipment and materials in support of the incident

Operations Chief

- Decide on a priority basis what must be done
- Management of operations directly applicable to accountability, search and locate, assembly or shelter and security.
- Report to Incident Commander changes to plan

Public Information Officer

- Determine limits on information to be released to media
- Develop press releases under the direction of the Incident Commander
- Arrange for briefings, interviews or tours

Assembly Area Supervisor

- Report to command post to assess need for setting up release center for incident
- Gather materials and staffing for center
- Ensure students are released to adults listed on Student Identification card

Medical Supervisor

- Determine need for infirmary and deem location safe and secure
- Prepare infirmary with needed supplies and materials
- Determine need for and location of morgue

Liaison Officer

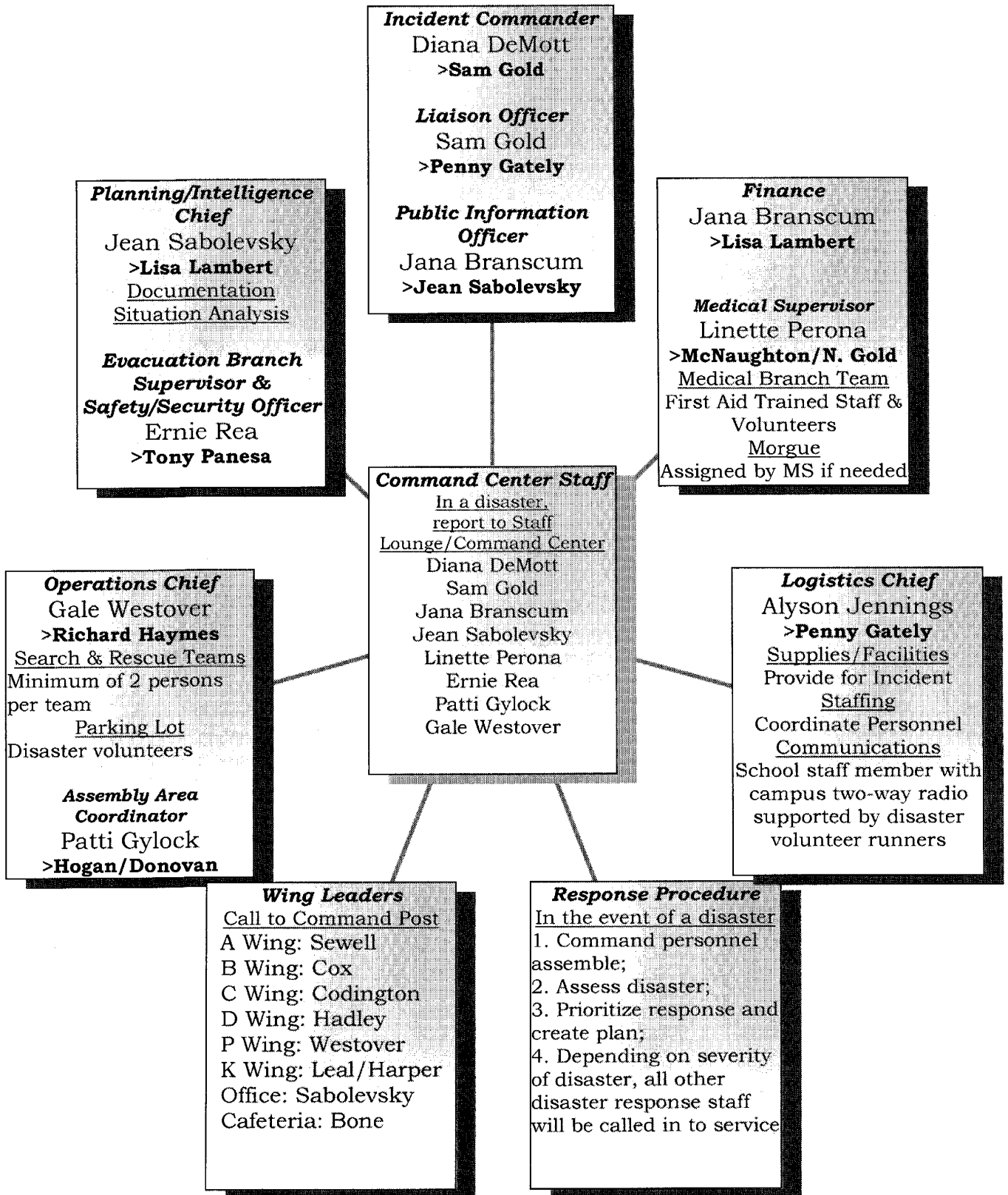
- Act as liaison between MDUSD and police, fire, responding agencies
- Act as a liaison between Mtn. View staff and parents, Mtn. View staff and their families

Command Center Staff
In a disaster,
report to Staff Lounge/Command Center
 Diana DeMott, Sam Gold, Jana Branscum
 Jean Sabolevsky, Linette Perona, Ernie Rea
 Margie Balch, Gale Westover, Patti Gylock

Mountain View Elementary
Emergency Preparedness Plan

Staff Roles

>Denotes Staff Member in secondary command



Mountain View Elementary
Emergency Preparedness
Staff and Support Staff Specific Duties

After “all clear” is sounded from a lock-down procedure, or it has been determined that the school needs to be locked down for undetermined amount of time where a secure release of students is needed, the following staff have these specific duties to complete:

<p>To secure front of school: Tape off entry way between MU and A wing with yellow tape and put up “No Admittance” sign Lock MU doors except for the side one that faces the school Put “Report to A-1, A-2, A-3” sign on front MU door. Lock kindergarten playground gate.</p>	<p>Ernie Rea</p>
<p>To secure back of school: After class is lined-up and with Sam’s class, Gale goes to back gate of school Locks gate (has key in his emergency back-pack) and attaches “No Admittance” signs on both back gates. Holes have been pre-drilled in the signs and the tie-ons are attached. Go out through the gate to the playground (the one at the end of the portable wing) Places “Report to A-1, A-2, A-3” sign on gate and close gate. Meet class at the blacktop evacuation site.</p>	<p>Gale Westover</p>
<p>To secure C wing: Attach “Report to A-1, A-2, A-3” sign to gate by C wing that goes out to playground as she follows class to blacktop evacuation site.</p>	<p>Kris Fousha</p>
<p>To secure playground/blacktop evacuation site: Tape off the gateway at far end of the playground with yellow caution tape</p>	<p>EL Instructor</p>
<p>To secure A wing: Put “No Admittance” sign on gate leading to playground.</p>	<p>Sue Sewell</p>
<p>To secure C wing: Close gate by C-3 as last class through to exit to blacktop evacuation site.</p>	<p>Carol Cox</p>
<p>To secure C wing: Close gate by Ernie’s office as last class through to exit to blacktop evacuation site.</p>	<p>Johanna Hogan</p>

Patti Gylock

To secure C wing:

- Put "No Admittance" sign on gate leading to playground.
- Close gate as last class through to exit to blacktop evacuation site.

Office Staff

To secure office as Release Center:

- Close double glass front doors and attach " " sign
 - Attach signs on back office entry door "Release Room..."
- To secure A-1 as a Clearance Center Room:
- Attach sign on A-1 classroom door: "Last Names O-Z"

Natalie Gold/Eileen McNaughton

To secure A-2 as a Clearance Center Room:

- Attach sign on A-2 classroom door: "Last Names G-N"
- Close door and exit to blacktop evacuation site

Kathy Nattkemper

To secure A-3 as Clearance Center:

- Attach sign on A-3 classroom door: "Last Names A-F"
- Close door and exit to blacktop evacuation site

Cindy Daly and Barbara Gutkin

- Go to D-2 and get Clearance Room and Release Room boxes (9 boxes total) and Command Center boards (6 total)
- Go to A-1, A-2 and A-3 to set up Clearance Center in each room
- Set up Release Room in Staff Work Room
- Set up Command Center in Staff Lounge

Other Details

All classroom teachers will stay with their classes until the children are taken into the MU Room or in to buddy class location or to another safe assembly area. Once in a location and once they have connected with their buddy teacher, only then will they be relieved to report to the Command Center for further directions IF they are on the Command Center Team.

Music teacher, librarians, computer instructor and other support staff will take children under their direction to playground to the students' blacktop evacuation location. Here, they will be met by classroom teachers. At that point, all support staff will help as follows or where needed.

<u>Support Staff</u>	<u>Report to Location</u>
Occupational Therapist	Release Rooms: Staff Work Room
Speech Therapist: GUTKIN & BEARROWS	Clearance Rooms A-1, A-2, or A-3
Instrumental Music: PATTON	Clearance Rooms: A-1
Vocal Music: MADSEN	Clearance Rooms: A-2
Resource Specialist: HOGAN/DONOVAN	Command Center: Staff Lounge
EL Teacher:	Command Center: Staff Lounge
Computer Teacher	Clearance Rooms A-1, A-2, or A-3
Reading Room Teacher:	Clearance Room: A-3

Mountain View Elementary
Emergency Preparedness
Student Release Procedure

In the event of a disaster where the campus is secured and students are to be sent home outside of the normal dismissal time, this procedure is in place to ensure all students are accounted for and released to the authorized person.

1. <u>Student Identification Cards</u> are alphabetically separated as follows: Last names A-F are in Room A-1 Last names G-M are in Room A-2 Last names N-Z are in Room A-3
2. Parent or designated adult goes to room of the child's last name they are going to pick-up. Parent or designated adult completes <u>Release Card</u> and shows proper, valid picture identification to receive signature from staff release personnel. Sticker is affixed to card by personnel.
3. Parent/adult enters office through the door at front of school and proceeds to staff work room where they give the Release Card with signature AND sticker affixed to designated staff. The student is called for by walkie-talkie or runner to come to meet with parent/adult. The child receives a stamp on their right hand that correlates with sticker. The staff member notes the time of release and initials the card.
4. Parent/adult and child exit the school from the door they entered. At this door, a staff member checks for stamp.
5. Release Card is put in red-bordered folder with their name on outside.
6. Folders are collected by Command Center periodically to update student location.

Student Identification Cards-are completed by parent/guardian at the start of school year to be updated yearly or as information changes. Parents are responsible to request a new card to update information within the school year. These cards are kept in a secure location for use in the event of a disaster. These cards are destroyed at the end of each school year.

Release Cards-are completed by authorized release staff/personnel in the event of a disaster. The cards are paired with the Student Identification Cards in the appropriate box by last name.

APPENDIX C

ICS POSITION RESPONSIBILITIES & CHECKLISTS

- **COMMAND SECTION**
 - **Incident Commander**
 - **Safety & Security Officer**
 - **Public Information Officer**
 - **Liaison Officer**

- **OPERATIONS SECTION**
 - **Operations Section Chief**
 - **Evacuation Branch Supervisor**
 - **Search & Rescue Teams**
 - **Medical Branch Supervisor**
 - **Medical Branch Team**
 - **Medical Branch: Morgue**
 - **Assembly Area Coordinator**

- **PLANNING/INTELLIGENCE SECTION**
 - **Planning/Intelligence Chief**
 - **Documentation**
 - **Situation Analysis**

- **LOGISTICS SECTION**
 - **Logistics Chief**
 - **Supplies/Facilities**
 - **Staffing**
 - **Communications**

- **FINANCE SECTION**
 - **Finance Chief**
 - **Timekeeping**
 - **Purchasing**

- **STUDENT CARE CHECKLISTS**
 - **Teacher Responsibilities**
 - **Support Staff Responsibilities**

COMMAND SECTION

SECTION: COMMAND

Incident Commander

Responsibilities

The Incident Commander [IC] is solely responsible for emergency and/or disaster response operations, and shall remain at the incident Command Post to direct all operations. Your first priority is the safety and security of all students, staff, and others on campus. Ensure that control, coordination, and communication are maintained at all times.

Start-Up Actions

- Obtain your personal safety equipment, including, but limited to: vest, clipboard with Incident Command System forms, hard hat [when needed], etc.
- Size-up the incident: Assess type & scope of emergency.
- Ensure incident area is isolated and controlled to a large enough perimeter.
- Determine threat to human life & health, the environment and property [in that priority].
- Implement emergency plan and hazard specific procedures.**
- Develop [with appropriate section chiefs] an Incident Action Plan with objectives - and timeframe to meet those objectives.
- Activate sections as needed and assign positions where they have not already been assumed.
- Fill in "Incident Assignments" form.
- Appoint a backup or alternate Incident Commander.

Ongoing Operational Duties

- Maintain duties as Incident Commander until offsite emergency personnel arrive. Document time when overall command turned over to another Incident Commander. Remain at Command Post as part of unified command and as person in charge of school students & staff
- Continue to monitor entire incident response operation
- View site map periodically for any search & rescue progress and damage assessments.
- Hold periodic briefings with section chiefs to stay updated on situation developments.
- Reassign response personnel as needed.
- Report [through Communications] to District EOC on status of students, staff, campus, response progress [use Site Status Report form].
- Work with Logistics Section Chief to obtain any needed additional response resources from the District.
- Develop and communicate [with Section Chiefs] revised Incident Action Plans as needed.

- Begin student release when appropriate [**NOTE: No student is to be released until student accounting is complete. Never send any student home before the end of the school day unless directed to by the Superintendent or designee, except individuals on the request of parent/guardian. Ensure the strict adherence to District Early Release Policy.**]
- Authorize release of information through the Public Information Officer.
- Utilize your back-up; plan and take regular breaks [5-10 mins per hr]; relocate away from the Command Post.
- Plan regular breaks for all staff & volunteers; work with Safety Officer to monitor this.
- Release teachers only if authorized by the Superintendent of Schools and only as appropriate.
- Remain on, and in charge, of your campus until redirected or released by the Superintendent.

Closing Down:

- Authorize deactivation of sections, branches or units when they are no longer required.
- At the direction of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an “All Clear” contact the District before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all reusable supplies and equipment to Logistics.
- Close out all logs. Ensure that all logs, reports, notes and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.
- Coordinate a “critique” meeting as soon as possible after the incident with all emergency responders. Talk regarding what went well and what could be improved in the next incident response.

SECTION: COMMAND

Safety & Security Officer

Responsibilities

The Safety & Security Officer ensures that the Command Post and other operations areas near the Command Post are secure from unauthorized personnel. The Safety & Security Officer also ensures that all response actions are conducted in the safest manner possible under the circumstances of the incident itself.

Start Up Action

- Check in with Incident Command for start-up briefing.
- Ensure that access to the Command Post is secured and that no unauthorized persons are allowed into the Command Post without the expressed consent of the Incident Commander.
- Check-in reporting personnel as they arrive.
- Obtain necessary equipment and supplies from Logistics. Put on identification vest.
- Open & maintain a position log. Maintain all required records and documentation to support the history of the emergency. Document:
 - Messages received
 - Action taken
 - Decision justification & documentation
 - Requests filled

Operational Duties

- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe actions and/or operations.**
- Ensure that only trained responders perform specialized functions.
- Ensure that responders wear appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need, or will require, solutions.

Closing Down:

- When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Incident Commander.
- Return equipment and reusable supplies to Logistics.

SECTION: COMMAND

Public Information Officer

Policy:

The public and the media have the right and need to know important information related to emergencies/disaster at the school site *as soon as it is available*.

Responsibilities:

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents).

Information released must be consistent, accurate and timely.

Personnel:

Available staff with assistance from available volunteers

Start-Up Actions:

Determine a possible “news center” site as a media reception area (located away from the Command Post and students)

Get approval from the Incident Commander

Identify yourself as the “PIO” (vest, visor, sign, etc.)

Operational Duties:

- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape-record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue. If possible, tape media briefings.
- Open and maintain a position log of your actions and all communications.
- Keep all documentation to support the history of the event.
- Keep up-to-date on the situation.
- Statements must be approved by the IC and should reflect:**
 - Reassurance — EGBOK — “Everything’s going to be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.

- Best routes to school if known and appropriate.
- Any information school wishes to be released to the public.
- Read** statements if possible. **When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”**
- Remind school site/staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- Update information periodically with Incident Commander.
- Ensure announcements and other information are translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down:

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

SECTION: COMMAND

Liaison Officer

Responsibilities:

The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district. The Liaison Officer assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Start Up Actions:

- Check in with Incident Commander for situation briefing.
- Determine your personal operating location and set up as necessary.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.

Operational Duties:

- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Brief agency representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- Provide periodic update briefings to agency representatives as necessary.

Closing Down:

- At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed.
- Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

OPERATIONS SECTION

SECTION: OPERATIONS

Operations Section Chief

Responsibilities:

The Operations Chief manages the direct response to the disaster, which can include the following: site facility check; search & rescue; student care; student release; evacuation branch; medical branch. The Operations Chief leads and directly coordinates the actions used by responders to carry out the action plan duties for the incident/disaster.

Start-Up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.

Operational Duties:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics.
- When additional staff arrive, brief them on the situation, and assign them as needed.
- Coordinate search & rescue operations. Appoint search and rescue team leader to direct their operations if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Closing Down:

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

SECTION: OPERATIONS

Evacuation Branch Supervisor

Responsibilities:

The Evacuations Branch Supervisor has overall responsibility for the coordination of effective actions to control access to the emergency incident site and to ensure the safe and secure movement of students and staff out of campus buildings and to a safe assembly area. The Evacuation Branch Supervisor also monitors the safety, security and health of persons in the assembly area through the Assembly Area Coordinator

Start Up Actions:

- Check in with Operations Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.
- Ensure all the following evacuation assistance personnel have reported to their designated locations of responsibility:
 - Floor leaders
 - Access control personnel
 - Assembly area coordinator
- Establish radio communication with all evacuation assistance personnel.
- Once all personnel have reported that they are in place, report this to the Operations Chief.

Operational Duties:

- Position self in a safe location as close to the building exit as possible.
- Receive reports from floor leaders that their respective areas are clear of personnel.
- Document on the Evacuation Documentation Form when floor leaders report in.
- If notified that a person requires aid, or cannot be located, immediately notify the Operations Chief so search and rescue and/or first aid assistance can be mobilized.
- Report to the Command Post after all floor leaders have reported in and you are certain the building is clear.
- Periodically check in with access control personnel and the assembly area coordinator to obtain updated situation analyses.
- Monitor situation with Operations Chief to be immediately aware when the "All-Clear" is called.

Closing Down:

- When “All Clear” is received, notify the assembly area coordinator that persons may return to the building.
- Call in access control personnel: in effect re-open access to the campus.
- If situation is a long term disaster response, coordinate the student release system, and the staff release program after receiving authorization from the Incident Commander. Ensure that building is secured.

SECTION: OPERATIONS

Search and Rescue Teams

Safety: Buddy system: Minimum of 2 persons per team

- Take no action that might endanger you and do not work beyond your expertise.
- Use appropriate safety gear. Size up the situation first.
- Follow all operational and safety procedures.**

Start-up Actions:

- Obtain all necessary equipment from container. This includes:
 - You must be wearing sturdy shoes and long sleeves.**
 - Put batteries in flashlight.
 - Check at Command Post for assignment.

Operational Duties:

- Report gas leaks, fires or structural damage to Command Post immediately upon discovery.
- Shut off gas or extinguish fires if possible.
- Before entering a building, inspect complete exterior of building.
- Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas.
- Do not enter severely-damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables.
- Search visually and vocally. Listen.
- When leaving each room, close slash to form "X" on door.
- Report by radio to Command Post.
- Post that room has been cleared (ex: "Room A-123 is clear").
- When injured victim is located, team transmits location, number and condition of injured to CP. **Do not use names of students or staff.**
- Follow directions from Command Post.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map and report information to Command Post.
- Keep radio communication brief and simple. No codes.

Closing Down:

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

SECTION: OPERATIONS

Medical Branch Supervisor

Responsibilities:

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

Start-Up Actions:

- Establish scope of disaster with Incident Commander and determine probability of outside emergency medical support and transport needs.
- Make personnel assignments. If possible, assign a minimum of two people to “triage”, two to “immediate”, two to “delayed” and two to “psychological”.
- Set up first-aid area in a safe place, away from students and parents, with access to emergency vehicles.
- Obtain equipment/supplies from the medical supplies storage container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area if staff levels are sufficient.
- Oversee care, treatment and assessment of patients.
- Ensure caregiver and rescuer safety.
- Ensure use of latex gloves by self and all team members for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request transport team from Logistics.
- If needed, request additional personnel from Logistics.
- Brief newly-assigned personnel.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

- Consult with Command Post regarding health care and meals for students with known medical conditions (diabetes, asthma, etc.)

Closing Down:

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

SECTION: OPERATIONS

Medical Branch Team

Personnel:

First-aid trained staff and volunteers.

Responsibilities:

Use approved safety equipment and techniques.

Start-Up Actions:

- Obtain & wear personal safety equipment including latex gloves.
- Check with Medical Team Leader for assignment

Operational Duties:

- Administer appropriate first aid. **Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Branch Supervisor.
- If and when transport is available, do final assessment and document on triage tag.
- Keep and file records for reference—**do not send with victim.**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention.
- Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. [Should take 30 seconds to assess — no treatment takes place here.]
- Assess if not tagged.
- Second team member logs victims' names on form and sends forms to Command Post as completed.

Treatment Areas ("Immediate" & Delayed"):

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and on-site treatment records.
- Follow categories: "immediate", "delayed", and "dead".
- When using 2-way radio, do not use names of injured or dead.

Closing Down:

- Return equipment and unused supplies to Logistics.
- Clean up first-aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit.

SECTION: OPERATIONS

Medical Branch: Morgue

Personnel:

To be assigned by the Operations Chief if needed.

Start-Up Actions:

- Check with Operations Chief for direction.
- If directed, set up morgue area. Verify:
 - Tile, concrete or other cool floor surface.
 - Accessible to coroner's vehicle.
 - Remote from assembly area.
 - Security: keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

Operational Duties:

- After pronouncement or determination of death:
 - Confirm that the person is actually dead.*
 - Do not* move the body until directed by Command Post.
 - Do not* remove any personal effects from the body. Personal effects must remain with the body *at all times.*
- As soon as possible, *notify Operations Chief*, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. [They will notify the coroner.]
- Keep accurate records and make available to law enforcement and/or the coroner when requested.
- Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.

- Attach one tag to body.
 - If the coroner's office will not be able to pick up the body soon, do the following:
Place body in plastic bag(s) and tape securely to prevent unwrapping.
 - Securely attach the second tag to the outside of the bag.
- Move body to morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

Closing Down:

- After all bodies have been picked up, close down the Morgue.
- Return equipment and unused supplies to Logistics.
- Clean up area. Dispose of hazardous waste safely.

SECTION: OPERATIONS

Assembly Area Coordinator

Responsibilities:

Ensure the care and safety of all students evacuated to an assembly area except those who are in the medical treatment area. Reports to the Evacuation Branch Supervisor as to the status of students, staff and others at the evacuation assembly area. Ensures that the assembly area is safe and secure prior to the evacuation and throughout the incident.

Personnel:

Classroom teachers, substitute teachers and staff as assigned.

Start-Up Actions:

- Wear identification vest if available.
- Take job description clipboard and radio.
- Immediately go to evacuation assembly area and inspect area for safety and security. Look for:
 - Potential physical hazards.
 - Proximity to emergency incident site.
 - Potential “booby traps” placed in the area by a disgruntled student or staff member.
 - Hazards or potential security problems in the area surrounding the assembly area.
- Report to the Evacuation Branch Supervisor that the assembly area and routes to it are safe.
- Check in with Evacuations Branch Supervisor periodically for situation briefing.
- Assign personnel to assignments as needed.
- If school is evacuating:
 - Count or observe the classrooms as they exit to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

Operational duties:

- Monitor the safety and well-being of the students and staff in the assembly area.
- Administer minor first aid as needed.
- Support the student release process by releasing students in strict accordance with the early dismissal policy and procedures and with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.

- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

PLANNING/INTELLIGENCE SECTION

SECTION: PLANNING/INTELLIGENCE

Planning/Intelligence Chief

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status

Start-Up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier such as vest, if available

Operational Duties:

- Assume the duties of all Planning/Intelligence positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist IC in writing action plans.

Closing Down:

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Planning/Intelligence positions have been accomplished.
- Return equipment and reusable supplies to Logistics.

SECTION: PLANNING/INTELLIGENCE

Documentation

Responsibilities:

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

Start-Up Actions:

- Check in with Planning/Intelligence Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier such as vest, if available.
- Determine whether there will be a Finance Section. If there is none, **the documentation clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.**

Operational Duties:

Records:

- Maintain time log of the incident, noting all actions and reports.
- Record content of all radio communication with district EOC.
- Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference (file box).
- Important:* A permanent log may be typed/rewritten later for clarity and better understanding. Keep all original notes and records—**they are legal documents.**

Student and Staff Accounting:

- Receive, record and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff and others on campus for situation analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Branch Supervisor.
- File forms for reference.

Closing Down:

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

SECTION: PLANNING/INTELLIGENCE

Situation Analysis

Responsibilities:

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Start-Up Actions:

- Check in with Planning/Intelligence Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier such as vest, if available.

Operational Duties:

Situation Status (Map):

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. [This includes but is not limited to search and rescue reports and damage updates, giving a concise picture status of campus.]
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Command Post personnel. Refer all other requests to Public Information Officer.**

Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

LOGISTICS SECTION

SECTION: LOGISTICS

Logistics Chief

Responsibilities:

The Logistics Section is responsible for providing facilities, services, personnel, equipment and materials in support of the incident.

Start Up Actions:

- Check in with Incident Commander for situation briefing.
- Open supplies container or other storage facility.
- Put on position identifier, such as vest, if available.
- Begin distribution of supplies and equipment as needed.
- Ensure that the Command Post and other facilities are set up as needed.

Operational Duties:

- Assume the duties of all Logistics positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

Closing Down:

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished.
- Secure all equipment and supplies.

SECTION: LOGISTICS

Supplies/Facilities

Responsibilities:

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

Start Up Actions:

- Check in with Logistics Chief for situation briefing.
- Open supplies container or other storage facility if necessary.
- Put on position identifier such as vest, if available.

Operational Duties:

- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.
- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up staging area, sanitation area, feeding area, and other facilities as needed.

Closing Down:

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

SECTION: LOGISTICS

Staffing

Responsibilities:

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start Up Actions:

- Check in with Logistics Chief for situation briefing.
- Put on position identifier such as vest, if available.
- Open three logs to list staff, volunteers, and students who are awaiting assignment.

Operational Duties:

- Deploy personnel as requested by the IC.
- Sign in volunteers, making sure that volunteers are wearing their I.D. badges and are on the site disaster volunteer list.
- Unregistered volunteers should be sent to the staging area to register.

Closing Down:

- Ask volunteers to sign out.
- At the Logistic Chief's direction, close out all logs; turn them in to Documentation Unit.
- Return all equipment and supplies.

SECTION: LOGISTICS

Communications

Responsibilities:

This unit is responsible for establishing, coordinating and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Personnel:

School staff member with campus two-way radio, supported by student or disaster volunteer runners and disaster volunteer who is a qualified amateur radio operator.

Start Up Actions:

- Set up communications station in a quiet location with access to Command Post.
- Turn on radios and advise Command Post when ready to accept traffic.

Operational Duties

- Communicate with district EOC per district procedure.
- At the direction of the Incident Commander, report status of students, staff and campus, using Site Status Report Form.
- Receive and write down all communications from the district EOC.**
- Use runners to deliver messages to the Incident Commander with copies to the Plans/Intelligence Chief.
- Maintain communications log: date/time/originator/recipient.
- Follow communications protocol. Do not contact the city directly if the district EOC is available.
- Direct the media or the public to the Public Information Officer.
- Monitor AM/FM radio for local emergency news: KFWB 980 kHz and KNX 1070 kHz.

Closing Down:

- Close out all logs, message forms, etc. and turn them over to Documentation.
- Return all equipment and unused supplies to Logistics.

FINANCE SECTION

SECTION: FINANCE

Finance Chief

Responsibilities:

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

Start-Up Actions:

- Check in with Incident Commander for situation briefing.
- Put on position identifier such as vest, if available.
- Locate and set up work space.

Operational Duties:

- Assume the duties of all Finance positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Check in with the documentation clerk to collect records and information which relate to personnel time keeping and/or purchasing.

Closing Down:

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

SECTION: FINANCE

Timekeeping

Responsibilities:

This unit is responsible for maintaining accurate and complete records of staff hours.

Start-Up Actions:

- Check in with Finance Chief for situation briefing.
- Put on position identifier such as vest, if available.
- Locate and set up work space.
- Check in with the documentation clerk to collect records and information which relate to personnel time keeping.

Operational Duties:

- Meet with Finance Chief to determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down:

- Close out all logs.
- Secure all documents and records.

SECTION: FINANCE

Purchasing

Responsibilities:

This unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.

Start-Up Actions:

- Check in with Finance Chief for situation briefing.
- Put on position identifier such as vest, if available.
- Locate and set up work space.
- Check in with the documentation clerk to collect records and information which relate to purchasing.

Operational Duties:

- Meet with Finance Chief to determine process for tracking purchases.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

Closing Down:

- Close out all logs.
- Secure all documents and records.

STUDENT CARE

CHECKLISTS

Mountain View Elementary
Emergency Preparedness
Command Center Student Accountability

The Command Center is prepared to oversee the student accountability of the entire student body in the event of an emergency.

Once a teacher has evacuated his/her classroom or maintained a shelter-in-place or a lock down, the first priority is student accountability. In each Classroom Backpack is a current classroom roster of students. Attached to this roster is a highlighter pen. The teacher needs to take attendance at his/her quickest convenience.

Attendance is taken as follows using the highlighter:

A=Absent

I=Injured

Student name highlighted indicates they are MISSING.

Once the attendance is taken and the teacher hears an “all clear” signal, he/she needs to send the completed attendance sheet to the Command Center located in the Staff Lounge.

Tri-fold boards have been created containing each students name in alphabetical order with a photo of each child displayed on a “pocket”. The pocket contains various colors of papers to indicate the status of each child. The papers are colored in the following manner:

Grey = Absent from School

Orange = Missing

Central Gathering/Classroom = Red

On Campus in Infirmary = Red with a cross

Away/Released = Green

Hospital (off campus) = Blue

Morgue = Black

This system allows the Command Center to retrieve information from teachers on the status of each child. As the Clearance Room and Release Room become active, they can update the board by obtaining the information from the Release Room indicating students that have been authorized to be released.

STUDENT CARE

Teacher Responsibilities

Responsibilities:

Teachers have the first line responsibility for the safety, security and overall well-being [including psychological] of the students under their care. **The safety of the students is the first priority at all times!**

The staff needs to speak with one voice. Only the Public Information Officer will release information to parents, the media or the general public.

Personnel: All teachers and substitute teachers

Operational Duties:

- Assess situation and remain calm.
- If ground is shaking, lead “DUCK”, “COVER” and “HOLD ON” actions.
- Calm, direct, and give aid to students. Assist seriously injured students if possible.

“LOCKDOWN” or “SHELTER IN PLACE”:

- If gunfire or explosions are heard, get everyone to lie flat on the floor.**
- If “Shelter in Place” is activated, follow procedures.

Evacuation:

- Check with buddy teacher and assist as necessary.
- Take classroom kit, emergency cards and roll book.
- Evacuate to emergency assembly area.
- Check buddy teacher and assist if necessary or evacuate both classes together.
- Use safest route, alert for hazards; quickly and quietly.
- Keep door closed but unlocked for search and rescue access.

Assembly Area:

- Instruct students to sit on grass or blacktop.
- Take attendance and complete “Student Accounting Form.”
- One supervising teacher** of each pair of buddy teachers takes accounting forms to Documentation and reports for assignment at Command Post.

Remaining Supervising Teacher:

- Supervise and reassure students.
- Administer first aid as necessary, or send student to first-aid area with his/her emergency card.
- Fill out "Notice of First Aid Care" form if first aid is given.
 - Retain one copy; attach the other to the emergency card.
- Locate emergency cards for each student.
- Keep a record of location of all students at all times, using the Student Accounting Form.
- Be alert for latent signs of injury/shock in *all* students.

Student Release:

- Student runners will bring form requesting student to Assembly Area Coordinator.
- Assembly Area Coordinator will coordinate early releases.
- Ensure strict adherence to the school's Early Release Policy!**
- Note that student has left on the Student Accounting Form.
- Send emergency card and any first aid forms with student.
- Student will accompany runner to release area.
- If parent demands child, breaking release procedure, attempt to get proper ID from parent, make appropriate notations, describing incident, on emergency card and store in classroom kit.
- Avoid confrontations if possible. If confrontation unavoidable, immediately notify Assembly Area Coordinator.

STUDENT CARE

Support Staff Responsibilities

Personnel: Librarian, guidance counselors, cafeteria workers, ESL, RSP, maintenance workers, SDC, day care, speech therapist, ROP aides, curriculum specialist, campus volunteers, deans, resource teachers, custodians, counselors

Responsibilities:

- Follow standard safety procedures.
- If with students, follow Classroom Teacher Responsibility guidelines.**
- Check in at Command Post for assignment.
- Report any known injuries or damage.
- Use safety equipment and follow directions.

APPENDIX D

ICS COMMAND POST FORMS

- **Section/Unit Activity Log**
- **Operational Period Action Plan**
- **Message Form**

APPENDIX E

BOMB/PHONE THREAT INFORMATION CHECKLIST

BOMB/PHONE THREAT INFORMATION CHECKLIST

Date: _____

Questions to ask:

- **When is the bomb going to explode?** _____
- **Where is the bomb right now?** _____
- **What does it look like?** _____
- **What kind of bomb is it?** _____
- **What will cause it to explode?** _____
- **Did you place the bomb?** _____
- **Why?** _____
- **What is your name?** _____
- **What is your address?** _____

Exact wording of the threat:

Gender of caller: _____

Approximate age:

- Under 13** ()
- 14-18** ()
- 19-25** ()
- 25-35** ()
- 35-50** ()
- Over 50** ()

APPENDIX F

SCHOOL EMERGENCY EVACUATION ROUTES & SHUT-OFF VALVES

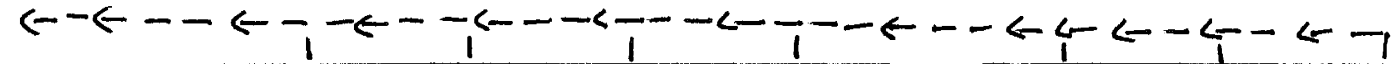
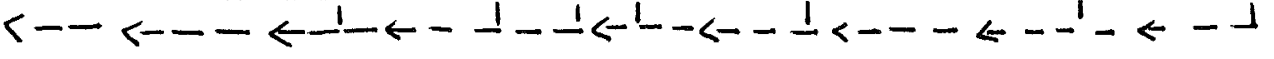
[To Be Inserted By Individual School]

Mountain View Elementary

YMCA
Daycare

P-5 Occupational Therapists F	P-6 Bearrows Speech and Conry ELD	P-7 Patton Inst. Music	P-8 Madsen Vocal Music
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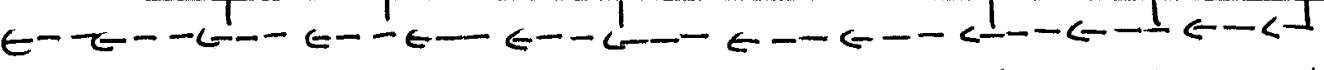
P-9 Gold F	5th	P-10 Westover	5th
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Ernie & Tony's Room B	C-4 3 rd /4 th -5 th Laudenslager SDC	C-5 Hogan Res. Spec. F	C-6 Speech	C-7 3 rd Hasegawa
	C-3 Art Room	C-2 2 nd /3 rd Elliot	Brooks/Cardes Library	

D-6 Detention Room F BB	D-5 4 th Hadley	D-4 4 th Haymes
D-1 3 rd Jennings F	D-2 Lit Ctr Medical First Aid 2	D-3 Parkin Comp Lab F

BLANK ROOM



Supply Room BBBB	A-4 2 nd Gately F	A-5 2 nd Sewell	Staff Lounge (Command Center)	Staff Workroom (Release Center)
	A-3 1 st Nattkemper F (RR A-F)	A-2 1 st Gold/ McNaughton (RR G-N)	A-1 Parent Info (Release Room O-Z)	Office F

BB	B-5 3 rd Gylock F	B-4 Science Kits & Storage
B-6 Wilson Psychologist	B-2 1 st Cox F	B-3 2 nd /3 rd Xiromamos SDC
B-1 Sensory Integration Room		

Bone, Yared
& Schaefer **F**
Cafeteria
**Medical
First Aid**

Kitchen
Staff Room
BB

K-1 K/1 st /2 nd Huston SH/SDC

K-2 Kdg Perona F

K-3 Kdg Leal F

PARKING LOT

K-4 Science Kits

Key
F=FIRE EXTINGUISHER
B=EMERGENCY BARRELL LOCATION
 In the event of an emergency, the underlined locations will become effective.

Mountain View Elementary
Emergency Preparedness Plan
Black Top Evacuation Plan

K-3	LEAL
K-2	McNAUGHTON/N. GOLD
K-1	HUSTON
A-3	NATTKEMPER
A-4	GATELY
A-5	SEWELL
B-2	COX
B-3	XIROMAMOS
B-5	GYLOCK
D-1	JENNINGS
C-7	CODINGTON
C-4	KIRSKE
D-5	HADLEY
P-9	S. GOLD
P-10	WESTOVER

Teachers will proceed from their classrooms to the blacktop per the evacuation route or the safest route attainable. Once there, they should position themselves between the two classes noted above so that an absent class can be denoted and located, if needed.

Note: Each teacher/classroom evacuation plan location is the same as the morning/recess line up location except on the blacktop nearest the play structure/swings.

APPENDIX G

MAP OF SCHOOL

[To Be Inserted By Individual School]

Mountain View Elementary

**YMCA
Daycare**

P-5 Occupational Therapists F	P-6 Bearrows Speech and Conry ELD	P-7 Patton Inst. Music	P-8 Madsen Vocal Music
---	--	---------------------------------	------------------------------

P-9 Gold F	5th	P-10 Westover	5th
-------------------------	-----	------------------	-----

Ernie & Tony's Room B	C-4 3 rd /4 th -5 th Laudenslager SDC	C-5 Hogan Res. Spec. F	C-6 Speech	C-7 3rd Hasegawa
	C-3 Art Room	C-2 2 nd /3 rd Elliot	Brooks/Cardes Library	

D-6 Detention Room F BB	D-5 4th Hadley	D-4 4 th Haymes
D-1 3rd Jennings F	D-2 Lit Ctr <u>Medical</u> <u>First Aid 2</u>	D-3 Parkin Comp Lab F

Supply Room BBBB	A-4 2 nd Gately F	A-5 2nd Sewell	Staff Lounge <u>(Command Center)</u>	Staff Workroom <u>(Release Center)</u>
	A-3 1st Nattkemper F (RR A-F)	A-2 1st Gold/ McNaughton <u>(RR G-N)</u>	A-1 Parent Info <u>(Release Room O-Z)</u>	Office F

BB B-6 Wilson Psvchologist	B-5 3 rd Gylock F	B-4 Science Kits & Storage
B-1 Sensory Integration Room	B-2 1st Cox F	B-3 2 nd /3rd Xiromamos SDC

Bone, Yared
& Schaefer **F**
Cafeteria
Medical
First Aid

Kitchen
Staff Room
B B

K-1
K/1st/2nd
Huston
SH/SDC

K-2
Kdg
Perona
F

K-3
Kdg
Leal

K-4
Science Kits

PARKING LOT

Key

F=FIRE EXTINGUISHER

B=EMERGENCY BARRELL LOCATION

In the event of an emergency, the underlined locations will become effective.

08/22/2008

APPENDIX H

STAFF SKILLS QUESTIONNAIRE FORM

Mountain View Elementary
Emergency Preparedness
Staff Skills Survey
2007-2008

Team Member:

Staff Member	Medical/First Aide Experience	Search & Rescue Experience	Fire Fighting Experience	Communication Equipment (type)	Emergency Vehicle (type)	Temporary Shelter	Foreign Language (type)

DUE by _____

Please return to Rachelle Cashion in the office or via email: rjcashion@innercite.com. Thanks!

STAFF SKILLS QUESTIONNAIRE FORM

Due September 2008

Name: _____ **Date:** _____

Position: _____

Medical Training

First aid: Level of training: _____ **Certification Date:** _____

CPR: Level of training: _____ **Certification Date:** _____

Search and Rescue Experience or Training

Military: _____

Other: _____

Firefighting

Military:

Experienced Fireman:

Volunteer:

Other:

Survival Training (if so, please explain with date course taken)

Law Enforcement

Military:

Former Police Officer:

Security Guard:

Other:

Communications

Ham Operator

CB

Telephone Operator/Repairman:

Other:

Foreign Languages

Language: _____

Fluency: _____

Language: _____

Fluency: _____

Mechanical Ability

Auto Repair

Other:

Construction Ability

Electrical

Plumbing

Carpentry

Other

Experience in Emergency Situations:

Temporary Shelter

Shelter for others within walking distance? Yes How Many? _____

Location: _____

Emergency Vehicles (regularly at work that could be used in an emergency):

Motorcycle 4-wheel drive vehicle RV or Van

Truck Station Wagon

Do you have any special training not covered in this questionnaire? If yes, please explain.

APPENDIX I

SPECIAL STAFF SKILLS & EQUIPMENT LIST

Mountain View Elementary
Emergency Preparedness
 Staff Skills

2008-2009

Staff Member	Medical/First Aide Experience	Search & Rescue Experience	Fire Fighting Experience	Communication Equipment (type)	Emergency Vehicle (type)	Temporary Shelter	Foreign Language (type)
Jennings	None	None	None	Cellular phone	No	No	No
Cox	None	None	None	Cellular phone	No	No	No
Parkin	None	None	None	None	No	No	No
Cardes	None	None	None	None	No	No	Spanish
Wilson	None	None	None	None	SUV seats	No	Danish French
Sewell	None	None	None	Cellular phone	No	No	No
Gately	None	None	None	Cellular phone	No	Yes	No
Cashman, C	Not current	None	None	Cellular phone	No	No	No
Nattkemper	None	None	None	Cellular phone	4WD seats 5	Yes	No
Gold, N	CPR	None	None	Cellular phone	Minivan seats 7	Yes	Spanish
Leal	None	None	None	Cellular phone	No	Yes	Spanish
Elliot	None	None	None	Cellular phone	Driver +6	Yes	No
Wilson	None	None	None	None	No	No	No
Brunamonte	CPR	None	None	None	No	No	No
McCoy	None	None	None	None	No	No	No
McNaughton	None	None	None	Cellular phone	No	No	No
Gylock	None	None	None	Cellular phone	No	No	No
Westover	CPR	None	None	Cellular phone	No	No	No
Gold, S	None	None	None	Cellular phone	No	Yes	No
Hogan	CPR	None	None	Cellular phone	No	No	French
Hadley	None	None	None	Cellular phone	SUV seats 6	No	No
Haymes	CPR	None	None	Cellular phone	Minivan seats 5	No	No
Madsen	CPR	None	None	Cellular phone	No	No	No

Bearrows	CPR	None	None	Cellular phone	No	No	No
Slatter	None	None	None	Cellular phone	No	No	Spanish
Hasegawa	None	None	None	Cellular phone	No	No	No
Gutkin	None	None	None	Cellular phone	No	No	No
Hogan	Minimal	None	None	Cellular phone	No	No	French
Laudenslager	CPR & First Aid Certified	None	None	None	No	No	No
Fousha	None	None	None	Cellular phone	No	No	No
Sabolevsky	First aid	None	None	Cellular phone & walkie talkies	SUV seats	Yes	No
Branscum, J	First aid & CPR	None	None	Cellular phone, walkie talkies & intercom	Car seats 4	Yes	No
DeMott	None	None	None	None	No	No	No
Perona	Yes	None	None	None	4WD SUV seats 8	No	No
Huston	CPR	None	None	None	Minivan seats 5	Yes	No
Lambert	First aid	None	None	Telephone & walkie talkie	Minivan seats	Yes	Dutch
Rea	None	None	None	None	No	No	Filipino & Tagalog
Schaefer	None	None	None	Cellular phone	No	Yes	No
Yared	None	None	None	Cellular phone	No	Yes	No
Cashman, J	First aid & CPR	None	None	Cellular phone & walkie talkies	SUV seats 8	No	No
Bone	First aid & CPR	None	None	Cellular phone	No	No	No
Adams							
Best							
Branscum, D							
Brooks							
Cardes							
Choi							
Conry							

Crook									
Cummings									
Kehr									
Loutzenhiser									
McCormick									
Mizuno									
O'Brien									
Panesa									
Patton									
Rahbar									
Schaefer									
Woodfin									
Xiramamos									

Mountain View Elementary
School Safety Survey

For Teachers: The school Safety Plan is a comprehensive plan that includes all dimensions of school wellness. Included in this is our students' perspective on different aspects of our school: cleanliness, security and the like. Please prompt students with the following information to ensure we are getting an honest response from them. Also, encourage them to explain any of their answers on the bottom, back or additional paper.

For Students: We would like to gain an understanding of how you feel about our school's safety. By answering the survey questions honestly and carefully, you will be giving us a better idea of what we can improve to make our school better. Please do not add your name to this survey, but instead tell us if you are a boy or a girl (circle) and give us your grade level. If you would like to, please tell us more about your answers by adding your own thoughts to the bottom, back or additional paper.

Thank you in advance for completing this survey for us!

The School Safety Team



Message from The School Safety Team

RE: Student Survey for Mountain View Safety Plan to be administered
Tuesday, April 17th at School

Dear Parents/Guardians:

As part of the school's Safety Team efforts to develop a safe school plan, we are administering a ten question student survey. *We want to know how your child feels about our school.* All responses will be "yes" or "no". Students will indicate their grade level, but no names will be written in the survey. A copy of the survey is available in the office for your viewing. The topic of the student survey was addressed at our School Site Council Meeting on March 26, 2007.

For your child to be part of this important survey we need your consent. Please sign this form and return to your child's teacher no later than Thursday, April 12, 2007.

I give consent for my child, _____
to participate in the anonymous student survey to be
administered on Tuesday, April 17, 2007 in his/her classroom.

Parent Name (please print)

Parent/Guardian Signature

Date

Mountain View Elementary
School Safety Team

Anonymous Student Survey

Please circle: Girl/Boy Please complete: Grade _____

- | | | |
|---|-----|----|
| 1. Do you like school? | Yes | No |
| 2. Do you feel safe in the classroom? | Yes | No |
| 3. Do you feel safe on the playground? | Yes | No |
| 4. Do you feel you can find an adult to help you at recess? | Yes | No |
| 5. Do you think Mountain View is a clean school? | Yes | No |
| 6. Do you think the classrooms are clean most of the time? | Yes | No |
| 7. Do you think the bathrooms are clean most of the time? | Yes | No |
| 8. Do you think the playground is clean most of the time? | Yes | No |
| 9. Do you know what it means to have a "lock down" drill? | Yes | No |
| 10. Do you feel you would know what to do in an emergency? | Yes | No |

Please add any comments you would like to share below or on the back of this paper. 😊

SPECIAL STAFF SKILLS AND EQUIPMENT

List staff members with:

Medical or First Aid Experience:

Search and Rescue Experience:

Firefighting Experience:

Communications Experience:

Emergency Vehicle:

Other:

APPENDIX J

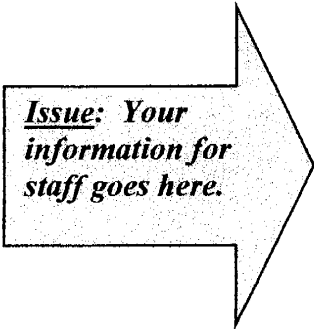
CRISIS ANNOUNCEMENT FORM

<SAMPLE> _____ School <SAMPLE>

Date: September 7, 2002
To: All Staff
From: _____, Principal

RE: CRISIS ANNOUNCEMENT - CRYSTAL JONES' ACCIDENT

Read this information to familiarize yourself with what is known about the accident. As more information is learned, it will be provided. Please read the "Student Statement" to students. Give direct and supportive information to students. If you need help, notify the office.

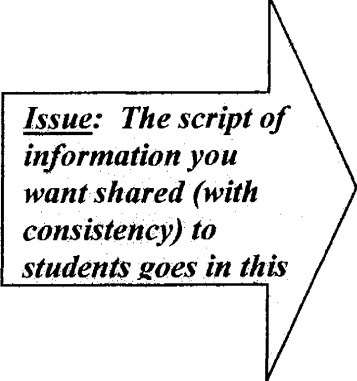


Issue: Your information for staff goes here.

BACKGROUND INFORMATION:

At about 1:40 p.m. yesterday, Crystal Jones was struck by a automobile on Main Street. She stepped into the street against a red light. She suffered a broken lower leg and has a mild concussion. She underwent a 3 hour operation to have pins placed in the leg, and is expected to remain in the hospital for 3 days. She is at Mercy Hospital and is expected to return to school following her release. There are rumors that the accident was a hit and run. This is not true. Many students saw the accident and watched as the rescue team worked with her in the street. Crystal suffered a great deal of pain following the accident. There was a lot of loud screaming. It is difficult to predict the effect that the sight and sounds will have on those who saw it. I would like to ask that you give students an opportunity to discuss the event in first period. It is especially important that students have an opportunity to express their feelings. If you need help, please call the office. Thanks for your help!

Please read the following statement to the students in your class:



Issue: The script of information you want shared (with consistency) to students goes in this

After school yesterday, Crystal Jones, a 7th grader, was struck by a car on Main Street. She stepped into the street against a red light. She suffered a broken lower leg and has a possible mild concussion. She underwent a 3 hour operation to have pins placed in her leg last night, and is expected to remain in the hospital for 3 days. She is at Mercy Hospital. Crystal is expected to return to school soon.

The police believe that had the car been traveling just a few miles an hour faster, Crystal certainly would have suffered more serious injury, or have been fatally injured. There are rumors that the accident was a hit and run. This not true. The driver did stop. All of us are reminded again that we must be aware of how we travel. Many students ignore the traffic signal and take unnecessary risks.

When Crystal returns, she will undoubtedly tell about her pain. She and her family are grateful that she wasn't injured more seriously. Please be mindful of the rules of safe travel. This was a preventable accident. We want all students to stay safe. Please avoid making decisions that may cost you your life when you travel to and from school.

STUDENT REFERRALS: Some students may need more help than you can give in the classroom. If a student demonstrates one or more the behaviors listed below, you should consider referring the student for immediate "short term" help by the school's crisis team or for "long term" assistance that will be coordinated by the counselors. Use the referral form below to identify students needing help and send it to the office.

Short Term/Immediate

- Clear expressions of grief
- Inability to maintain self control
- Inability to concentrate
- Irritability
- Concern about victims
- Antisocial behavior
- Fear
- Increase in aggressive behavior
- Depression
- Increase in disobedience
- Self-consciousness of fear/sadness
- Concern for own safety and others

-----TEAR OFF-----TEAR OFF-----TEAR OFF-----TEAR OFF-----

STUDENT REFERRAL FORM

Student Name: _____

Date: _____ Time: _____

Referred by: _____ Room: _____

Reason for referral: _____

APPENDIX K

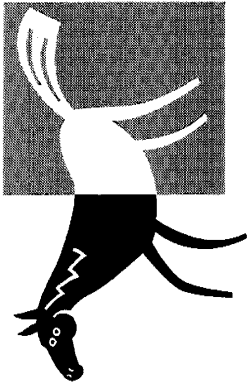
EMERGENCY CARD

**STUDENT INFORMATION
&
PARENT RELEASE**

[To Be Inserted By Individual School]

Mountain View Elementary
Emergency Preparedness
Student Release Procedures

The Student Release Procedures is a document given to parents at the time they fill out the Student Identification Card. This gives them an overview of the school's plan to safely and securely release their child in the event of an emergency.



Mountain View Elementary
Emergency Preparedness
Student Release Procedures

This guide will help parents understand the student release process and ensure families are safely and efficiently reunited after an emergency or disaster.

Procedure At-a-Glance

- } Have Current Identification for parent or designated adult who is picking up your child;
- } Locate "Student Release Station" for your child:
 - > Last Names A-F in Room A-1
 - > Last Names G-M in Room A-2
 - > Last Names N-Z in Room A-3
- } Complete the Student Release Form legibly and completely;
- } This form will be coordinated with the Student Identification Card to validate information.
- } Proceed with patience, responsibility and courtesy through the office to meet your child.

Current Identification

Valid identification with a photograph is needed when a parent or trusted adult signs for your child. The identification can be either:

- > A valid California driver's license or identification card.
- > An employee identification card.
- > Any current identification with a photograph and name on it.

Student Release Form

When you arrive at the Student Release Station, you or your trusted, designated adult will be asked to complete a Student Release Form with the following information:

- ~ Name of child or children being picked up with grade levels;
- ~ Adult name and relationship to child;
- ~ Destination;
- ~ Contact number(s).

Student release staff will ask you for valid identification with photo to complete the necessary release form.

If you are designated as a pick-up person for your neighbor's child(ren), please be prepared to give the above information as well.

Student Emergency Card

The Emergency Card on file in the office needs to be completed with the designated adults that can pick up your child in case of an emergency.

**It is imperative that you fill this out accurately and legibly for ease of use for all involved in releasing your child.
 If information changes, you need to access a new card from the office to complete in a timely manner and return to school.

Added Security

In the event of an emergency, it is understandable that your priority is the retrieval of your child from school, please know that your child will remain at school, safe and comfortable, until you or a designated adult can pick them up. It is expected that you will come as soon as possible but drive safely.

If phone lines are working, it is important that you do not call the school to update staff on your arrival or ask information about the status of your child. Phone lines need to remain open for emergency calls and information to be shared between the school, district and other agencies.



Questions? Please ask us!

APPENDIX L

EMERGENCY RELEASE FORM

[To Be Inserted By Individual School]

Mountain View Elementary
Emergency Preparedness
Unauthorized Release Form

Name of Child: _____ Grade: _____

Teacher's Name: _____ Room: _____

Adult's Name: _____ Relationship: _____

Valid Identification shown with photo (check one):

Drivers License #: _____

Employment ID: _____

Current ID with photo: _____

Destination: _____

Signature of Adult: _____

Contact Number: _____ cell / home / work

.....
Print Name and Signature of Staff Witness:

_____ Time: _____

The Unauthorized Release form is used by a teacher/staff member to release ANY child that is not being released from the Clearance Room Procedure and Release Center. The teacher/staff should take down as much information as possible. Once completed, they should send these with an adult messenger to the Command Center in the Staff Lounge.

Mountain View Elementary
Emergency Preparedness
Student Release Form

Name of Child: _____ Grade: _____

Teacher's Name: _____ Room #: _____

Adult's Name: _____ Relationship: _____

Valid Identification with photo for release (check one):

Drivers License #: _____ Attach

Employment ID: _____ Sticker Here

Current ID with photo: _____

Destination: _____

Signature of Adult: _____

Contact Number: _____ cell / home / work

.....
Print Name and Signature of Mtn. View Release Personnel:

_____ Time: _____

The release form is completed in the Clearance Center (room A-1, A-2 or A-3) by an authorized adult. A pre-selected design of stickers has been purchased that denotes to the Release Center that the form is complete and the child can be released to the parent/adult.

APPENDIX M

STUDENT ACCOUNTABILITY FORM

and

DISMISSAL CHECKOUT

[To Be Inserted By Individual School]

Mountain View Elementary
Emergency Preparedness
ID Card/ Student Clearance Room Procedure
(Set-up in rooms A-1, A-2 and A-3)

1. Position the card that says the letters on the family last name in the front of your table where it can clearly be seen by the parents. (It stands like an easel.)
2. ID cards are filed in folders by family last names. (Note: there may be more than one family by the same last name in the folder.)
3. The Release Card is stapled to the ID Card.
4. Complete the information on the Release Card (making sure to copy the adult driver's license or other source of identification).
--If the adult is not on the ID Card: **ASK FOR THE PASSWORD.**
5. When Release Card is completed, **put sticker on the card.**
6. Separate the ID Card and the Release Card
7. Give Release Card to Adult and direct them to the Release Center (staff workroom). They will enter through the office door nearest room A-1.
8. Using the highlighter, put a diagonal line through the ID Card and put it in the "Completed Folder" at the back of the file box.

NOTE: There are pens and a highlighter in the red pencil box, paper clips and a Tap Light to be used at your table. There is one brighter light to be used for the room.

Someone in your room should have a two-way radio.

Everyone working in the ID Center needs to be wearing an orange vest with a whistle.

Mountain View Elementary
Emergency Preparedness
Release Center Procedures
(Set-up in Staff Work Room)

1. Set up 3 stations to work from
2. Each station will have a set of folders.
3. Each folder will have a letter A-Z. There is a plastic file-holder to put the folders in.
4. As the parents/adults come from the Clearance Centers (room A-1, A-2, or A-3) they will proceed directly to the Release Center. They may go to any of the 3 tables.
5. Check the Release Card.

***BE SURE THERE IS A "STAR" STICKER ON THE CARD.**

6. If the card is properly completed, call on your 2-way radio or send a messenger to the teacher that is in charge of the child and ask him/her to send the child to the Release Center/Staff Work Room.

THE ADULT MAY NOT GO TO GET THE CHILD.

HE/SHE MUST WAIT FOR THE CHILD TO COME TO THE RELEASE CENTER.

7. Once the child arrives, stamp the palm of his/her hand with a "star" or "OK" stamp.
8. On the Release Card, note and initial the time that the adult and child left.
9. Direct the adult and parent back out through the office door they entered.

NO ONE MAY LEAVE THROUGH THE STAFF WORK ROOM DOOR.

10. Put the completed Release Card in the folder that corresponds to the first initial of the child's last name.
11. Write the child's name on the cover of the folder.

Periodically someone from the Command Center will collect the folders with the completed cards and replace them with another set. One set is red and one set is blue.

Note: There are pens in the red pencil box in the file box. There is also a "Tap Light" for each table as well as a brighter light for the room.

Everyone in the Release Center should be wearing an orange vest and have a whistle. Also, each one needs a 2-way radio or a messenger.

Mountain View Elementary
Emergency Preparedness
Student Daily Accountability

A select group of Mountain View teachers have opted to keep a daily account of their students whereabouts. The form following (which is mounted on cardstock and laminated for use) assists their students in taking the responsibility to check themselves “out” using an overhead pen whenever they leave the classroom. When the student returns, they simply erase the checkmark to denote that they have returned.

In the event of an emergency, this system allows the teacher or any adult (substitute, guest, volunteer) in the room to quickly assess if all the students are accounted for. It gives them a clear understanding of where a “missing” student is and it assists in this information getting to the Command Center, if necessary.

It is also used to denote which children have been released to their parent/guardian in the event of an emergency.

_____ SCHOOL

STUDENT ACCOUNTABILITY FORM

1. Teacher:

Date:

2. Room Evacuated:

3. Students enrolled in class:

4. Student accounted for:

Students with me now:

Students with other staff:

Students absent today:

Total Accounted for:

5. Students NOT accounted for:

Explain if not zero:

APPENDIX N

SCHOOL BUDDY PROGRAM DESCRIPTION

[To Be Inserted By Individual School]

Mountain View Elementary

YMCA
Daycare

P-5 Occupational Therapists F	P-6 Bearrows Speech and Conry ELD	P-7 Patton Inst. Music	P-8 Madsen Vocal Music
---	--	---------------------------------	------------------------------

P-9 Gold F	5th	P-10 Westover	5th
-------------------------	-----	------------------	-----

Ernie & Tony's Room B	C-4 3 rd /4 th -5 th Laudenslager SDC	C-5 Hogan Res. Spec. F	C-6 Speech	C-7 3rd Hasegawa
	C-3 Art Room	C-2 2 nd /3 rd Elliot	Brooks/Cardes Library	

D-6 Detention Room F BB	D-5 4th Hadley	D-4 4 th Haymes
D-1 3rd Jennings F	D-2 Lit Ctr <u>Medical</u> <u>First Aid 2</u>	D-3 Parkin Comp Lab F

Supply Room BBBB	A-4 2 nd Gately F	A-5 2nd Sewell	Staff Lounge <u>(Command Center)</u>	Staff Workroom <u>(Release Center)</u>
	A-3 1st Nattkemper F (RR A-F)	A-2 1st Gold/ McNaughton <u>(RR G-N)</u>	A-1 Parent Info <u>(Release Room O-Z)</u>	Office F

BB	B-5 3 rd Gylock F	B-4 Science Kits & Storage
B-6 Wilson Psvchologist	B-1 Sensory Integration Room	B-2 1st Cox F
	B-3 2 nd /3rd Xiromamos SDC	

Bone, Yared
& Schaefer **F**
Cafeteria
Medical
First Aid

Kitchen
Staff Room
BB

K-1
K/1st/2nd
Huston
SH/SDC

K-2
Kdg
Perona
F

K-3
Kdg
Leal

K-4
Science Kits

PARKING LOT

Key

F=FIRE EXTINGUISHER

B=EMERGENCY BARRELL LOCATION

In the event of an emergency, the underlined locations will become effective.

Mountain View Elementary
Emergency Preparedness Plan
Black Top Evacuation Plan

K-3	LEAL
K-2	PERONA
K-1	HUSTON
A-2	McNAUGHTON/N. GOLD
A-3	NATTKEMPER
A-4	GATELY
A-5	SEWELL
B-2	COX
B-3	XIROMAMOS
C-2	ELLIOT
B-5	GYLOCK
D-1	JENNINGS
C-7	HASEGAWA
C-4	LAUDENSLAGER
D-5	HADLEY
D-4	HAYMES
P-9	S. GOLD
P-10	WESTOVER

Teachers will proceed from their classrooms to the blacktop per the evacuation route or the safest route attainable. Once there, they should position themselves between the two classes noted above so that an absent class can be denoted and located, if needed.

Note: Each teacher/classroom evacuation plan location is the same as the morning/recess line up location except on the blacktop nearest the play structure/swings.

Mountain View Elementary
Emergency Preparedness
School Buddy Program

Mountain View's Buddy Program is a two-fold design. The first part is to pair teachers together in order to free up one of the two teachers to assist in the implementation of the disaster plan. The second is to bring all teachers to the front of the school in order for student release to be easier and more efficient, as well as if an overnight stay is required, the teachers and students are in closer proximity to the command post and the portable bathrooms.

<u>Buddy Teachers</u>	<u>Classroom Location</u>	<u>Buddy Barrel Location</u>
N. Gold/McNaughton & Sewell	K-2	Cafeteria Staff Room
Elliot & Cox	B-2	Staff Restroom by B-6
Huston	K-1	Room D-6
Xiromamos	B-3	Staff Restroom by B-6
Nattkemper & Gately	A-4	Supply Room
S. Gold & Jennings	A-5	Supply Room
Hadley & Gylock	C-3	Supply Room
Haymes & KIRSKE	C-2	Rom D-6
Westover, Codington & Hogan	Library	Supply Room
Leal	K-3	Cafeteria Staff Room
Medical First Aid	D-2	Ernie & Tony's Room
Tents & Tarps	Misc	Supply Room

There are barrels located throughout the school with supplies for each buddy CLASS. Contents of teacher barrels are on following page.

Mountain View Elementary
Emergency Preparedness
Teacher Barrel Contents

(1 barrel for every 2 teachers)

2 student activity packets **
2 sets of 20 pre-pasted toothbrushes **
1 box baby wipes
1 waterless hand sanitizer
1 tap light with batteries **
1 bright light
2 flashlights with batteries **
1 flashlight with red wand
10 space blankets **
1 roll paper towels
Black garbage bags to be used as rain ponchos (2 sets of 10/lower grades, 2 sets of 20/
upper grades) **
1 box Kleenex
glow sticks: 2 bags of 20 for lower grades, 2 bags of 30 for upper grades **
6 orange for teachers
2 pencil boxes (pencils, pens, pencil sharpener, marker—for writing names on water
bottles)
Medical Supplies: **
1 bottle peroxide
bandaids
thermometers for use on the forehead
plastic gloves
alcohol swabs
instant cold compress
roll of adhesive tape
scissors

** Indicates that the items have been packaged in zip lock bags.

APPENDIX O

FIELD CLASS LOCATION AREAS

[To Be Inserted By Individual School]

APPENDIX P

MDUSD “*Working With The Media*”

[To Be Inserted By Individual School]

Mountain View Elementary
Emergency Preparedness
Working with the Media

Contra Costa Times Newspaper

News, 925-943-8235, ccnewsrelease@bayareanewsgroup.com

Local News, Carolyn McMillan, 925-943-8379, cmcmillan@bayareanewsgroup.com

San Francisco Chronicle Newspaper

Main News 415-777-7100

- Contra Costa Bureau, 1355 Willow Way, Suite #130, Concord, CA.
Tel: 415-777-8843

Asimov, Nanette

Reporter, Education, State & National Education Policy

nasimov@schronicle.com

San Francisco Examiner Newspaper

450 Mission Street
San Francisco, CA 94105

Got a news tip?

Submit: Send a Press Release to the Editor http://extra.examiner.com/feedback/form/?setEdition=san_francisco&type=photo

NBC 11 News Station

NBC11
2450 N. First Street
San Jose, CA 95131
(408) 432-NBC11, (408) 432-6221

KPIX-TV News Station

If you have a story idea or breaking news tip, call our **News Tip Line at 415-765-8717**, send us an e-mail using the form above or write us at:

KPIX-TV
855 Battery St.
San Francisco, CA 94111

Front Desk Phone Number: 415-362-5550

KRON 4 News Station

KRON 4
1001 Van Ness Avenue
San Francisco, CA 94109

**Station Address
& Mailing Address**

E-Mail Address

4listens@kron4.com

Main Switchboard

(415) 441-4444

Breaking News Tip Line

(415) 561-8000

ABC7 News Station

abc7listens@kgo-tv.com.

Contact 24 hours a day, seven days a week by e-mail or by phoning (877) 222-7777.

KFOG 104.5 Radio Station

KFOG Business Office 415-817-5364 Contact KFOG by Mail

KFOG Radio
55 Hawthorne Street
Suite 1000
San Francisco, CA 94105

KCBS 740 AM Radio Station

Address
KCBS
865 Battery Street
San Francisco, CA 94111
Main Phone Number
415-765-4000
Contact Us
News Tip Line
24 hour newsroom number
Tel: 415-474-KCBS (5227)
Fax: 415-765-4080
Kcbscomments@kcbs.com

KTVU Channel 2 News Station

•News desk assignment editors	510-874-0242
•News desk fax	510-451-2610

Community Affairs

•Rosy Chu	510-874-0180
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APPENDIX Q

REFERENCES

[To Be Inserted By Individual School]

MDUSD District Emergency Plan
MDUSD *“On-Site Crisis Intervention Team Manual”*
“From Chaos To Control: School Crisis Response”
“Preventing Chaos In Times Of Crisis”

APPENDIX R

STAFF & STUDENT MEDICATIONS

Student Medication Letter to Parents

Student Medication Survey

Student Medication Request

Staff Medication Request

Authorization to Administer Medication During School Hours Form

Mountain View Elementary
Emergency Preparedness
Student Medication Request

In case of an emergency, it is important for the school to have a 72-hour (3-day) supply of your child's medication at school. If an emergency were to occur that necessitated an extended stay at the school, this would assist your child in keeping with the routine of taking his/her daily medication. Until needed, your child's medication would be securely stored in the office. Once needed, office staff would deliver your child's medication to his/her teacher. Your child's medication would be dispensed by his/her classroom teacher.

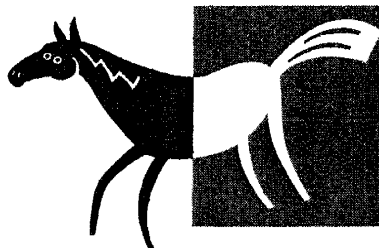
If your child DOES take a daily medication that you feel would be important for him/her to have at school in case of an emergency, please follow these directions:

As soon as possible, please take the attached form to your child's physician. Once completed, bring it, along with a 72-hour (3-day) supply of your child's medication, to the office. This medication should be in its original container with your child's name clearly labeled, as well as the dosage clearly detailed on the outside of the container. If your child takes an over-the-counter medication, please enclose a copy of the doctor's prescription detailing dosage.

*Attached is a zip-close plastic bag to put both the form and the medication in. Please write your child's name and teacher's name on the plastic bag and turn it in to Jana Branscum, the Office Manager. *Note if refrigeration of medication is necessary, affix the **refrigeration** sticker (found inside bag) to the outside of the bag.*

If your child does NOT take medication on a regular basis or you feel it would not be an issue if they did not take it, please disregard this information. We would appreciate it if you could return this form with the bag attached to be reused in the future.

Please know that we leave this decision to your discretion. If you have any questions, feel free to leave a message for Rachelle Cashion, Safety Coordinator, at the school or at (925)348-3401 or email at rjcashion@innercite.com.



*“We’re not worried, we’re not scared,
Mtn. View students are prepared!”*

Mountain View Elementary
Emergency Preparedness
Student Medication Survey

To The Parents of Mtn. View Students,

The teachers and staff at Mountain View are creating an emergency plan with your child in mind. We are surveying parents to determine if their child takes a daily medication.

If your child DOES take a daily medication it is important for the school to have a 72-hour (3-day) supply of your child's medication at school, in case of an emergency. If an emergency were to occur that necessitated an extended stay at the school, this would assist your child in keeping with the routine of taking his/her daily medication. Until needed, your child's medication would be securely stored in the office. Once needed, office staff will deliver your child's medication to his/her teacher. Your child's medication would be dispensed by his/her classroom teacher.

Please complete the form below and return it to your child's teacher as soon as possible. Upon receipt, we will send home a letter with a zip-close plastic bag attached that has directions on how to deliver your child's medication to school.

If your child does NOT take a daily medication, then please disregard this notice and thank you for your time.

If you have any questions, feel free to leave a message for Rachelle Cashion, Safety Coordinator, at the school or at (925)348-3401 or email at ricashion@innercite.com.

Sincerely,

Emergency Preparedness Team

Complete form below and return to your child's teacher.

Mountain View Elementary
Emergency Preparedness
STUDENT MEDICATION SURVEY

Print Student Name: First _____ Last _____

1. Does your child take medication on a regular basis?

Please circle one:

Does Take Medication

Does Not Take Medication

2. If your child does take medication, does it require refrigeration?

Please circle one:

Requires Refrigeration

Does Not Require Refrigeration

Teacher Name: _____

Mountain View Elementary
Emergency Preparedness
STUDENT MEDICATION SURVEY

From the Safety Team: Margie Balch, Jana Branscum, Libby Elliott,
Lynette Perona and Rachelle Cashion

RE: Student Medication Survey

Dear Teachers:

Please complete the following survey for each student in your classroom. With parent conferences approaching, it would be ideal to ask parents to complete it then. If not, please send it home to be returned.

If you have questions, please ask a team member or contact Rachelle Cashion at 944-3495 or rjcashion@innercite.com.

THANK YOU!

Mountain View Elementary
Emergency Preparedness
STUDENT MEDICATION SURVEY

Student Name: _____

1. Does your child take medication on a regular basis?

Please circle one:

Does Take Medication

Does Not Take Medication

2. If your child does take medication, does it require refrigeration?

Please circle one:

Requires Refrigeration

Does Not Require Refrigeration

Mountain View Elementary
Emergency Preparedness
Student Medication Request

Dear Parents of _____,

The Emergency Preparedness Team conducted a survey in which we learned that your child takes a daily medication.

In case of an emergency, it is important for the school to have a 72-hour (3-day) supply of your child's medication at school. If an emergency were to occur that necessitated an extended stay at the school, this would assist your child in keeping with the routine of taking his/her daily medication. Until needed, your child's medication would be securely stored in the office. Once needed, office staff would deliver your child's medication to his/her teacher. Your child's medication would be dispensed by his/her classroom teacher.

If your child DOES take a daily medication that you feel would be important for him/her to have at school in case of an emergency, please follow these directions:

As soon as possible, please take the attached form to your child's physician. Once completed, bring it, along with a 72-hour (3-day) supply of your child's medication, to the office. This medication should be in its original container with your child's name clearly labeled, as well as the dosage clearly detailed on the outside of the container. If your child takes an over-the-counter medication, please enclose a copy of the doctor's prescription detailing dosage.

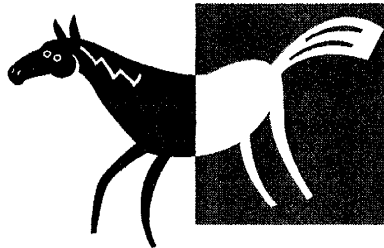
*Attached is a zip-close plastic bag to put both the form and the medication in. Please write your child's name and teacher's name on the plastic bag and turn it in to Jana Anscum, the Office Manager. *Note if refrigeration of medication is necessary, affix the **refrigeration** sticker (found inside bag) to the outside of the bag.*

If your child's medication is already at school, there is no need for you to bring in another supply. At the end of the school year, as with all student medications, we would send any unused medication home.

Please know that we leave this decision to your discretion. If you have any questions, feel free to leave a message for Rachelle Cashion, Safety Coordinator, at the school or at (925)348-3401 or email at rjcashion@innercite.com.

Sincerely,

Rachelle Cashion
Safety Coordinator



*"We're not worried, we're not scared,
Mountain View Mustangs are prepared!"*

Mountain View Elementary
Emergency Preparedness
Staff Medication Request

Dear Teachers, Staff, Support Staff and Instructional Assistants,

The Emergency Preparedness Team is working to make Mountain View prepared on all fronts in the event that a disaster would occur.

In case of an emergency, it is important for the school to have a 72-hour (3-day) supply of your daily medication at school. If an emergency were to occur that necessitated an extended stay at the school, this would assist you in keeping with the routine of taking your daily medication. Until needed, your medication would be securely stored in the office. Once needed, office staff would deliver your medication to you in a cooler which would also contain medication of any students or other teachers/staff/Instructional Assistants in your room.

If you DO take a daily medication that you feel would be important for you to have at school in case of an emergency, please follow these directions:

Bring a 72-hour (3-day) supply of your medication to the office. This medication should be in its original container with your name clearly labeled, as well as the dosage clearly detailed on the outside of the container. If you take an over-the-counter medication, please enclose a copy of the doctor's prescription detailing dosage. Dosage and prescription are necessary in the event that you were injured and couldn't communicate.

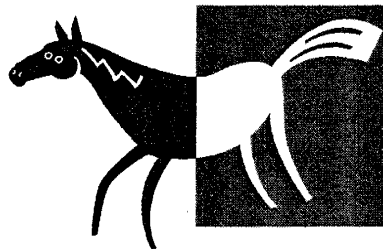
*Attached is a zip-close plastic bag to put the medication in. Please write your name and teacher's name (for Instructional Assistants) on the plastic bag and turn it in to Jana Branscum, the Office Manager. *Note if refrigeration of medication is necessary, affix the **refrigeration** sticker (found inside bag) to the outside of the bag.*

If your medication is already at school, there is no need for you to bring in a supply. Please make certain it is stored securely and properly.

Please know that we leave this decision to your discretion. If you have any questions, feel free to leave a message for Rachelle Cashion or Margie Balch at the school or email Rachelle at rjcashion@innercite.com or Margie at balchm@mdusd.k12.ca.us.

Sincerely,

Emergency Preparedness Team



*“We’re not worried, we’re not scared,
Mountain View Mustangs are prepared!”*

MT. DIABLO UNIFIED SCHOOL DISTRICT

AUTHORIZATION TO ADMINISTER MEDICATION DURING SCHOOL HOURS

Ed. Code. 49423 Any pupil who is required to take during the regular school day, medication prescribed for him or her by a physician and surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer inhaled asthma medication or may carry and self-administer prescription auto-injectable epinephrine if the school district receives (1) a written statement from such physician detailing the method, (2) a written statement from the parent/guardian of the pupil indicating the desire that the school district assist the pupil in the matter set forth in the physician statements.

MDUSD Administrative Rule 5141.2(a) The administration of medication to pupils shall be done only in exceptional circumstances wherein the child's health may be jeopardized without it and only when such administration has been requested and approved by the student's parent/guardian and physician.

PART I—PARENT AUTHORIZATION: *(To be completed by parent/guardian.)* My child requires the administration of medication during the school day and I request that he/she be assisted by designated school personnel. I give my consent for exchange of information between the physician/health care provider and Mt. Diablo Unified School District designated school personnel.

Name of Student _____ Birthdate _____ Grade _____ Teacher _____
 Address _____ Telephone _____
 _____ Date _____
 Signature Relationship (parent, guardian, sister, etc.)

PART II—PHYSICIAN AUTHORIZATION: *(To be completed by the student's physician.)* Because of the health condition of the above named student and the nature of the medication I have prescribed, the administration of the medication must be provided during school hours. I understand that this medication order must be renewed yearly.

Medication	Dosage	Method of Administration	Frequency	Time/Interval
Health condition for which medication prescribed:		Remarks		
Name of Physician _____ Print/Stamp		Signature _____	Date _____	
Address _____		Telephone _____	FAX _____	

The above named student has been instructed and can show competency in the use of their life-sustaining medication. The child's well being is in jeopardy unless this **medication is carried on his/her person.**

Physician Signature _____ Date _____ Parent / Guardian Signature _____ Date _____
 Return form to _____ Telephone _____ FAX _____
 Approved _____ Date _____
 School Principal

White - Original to School
 Canary - Parent
 Pink - Physician