

Lake County Office of Education School District
Lloyd P. Hance School

COMPREHENSIVE SAFE SCHOOL PLAN

2018 – 2019 School Year

1510 Argonaut Rd
Lakeport, CA 95453
(707) 263-5819
<http://www.lake-coe.k12.ca.us>

School Site Council:

Principal: Kate McClatchy
Teacher: (TBD)
Student: (TBD)
Law Enforcement/SRO: Kevin Luis
Classified Staff: Valerie Stark
Parent or Community or Tribal Member: Victoria Fuller

Intro Page

The Lake County Board of Education recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Lake County Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The Lake County Superintendent of Schools Office desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

The County Office encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. The County Office shall provide instruction designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

The school/program sites shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school/program site. The Lake County Superintendent of Schools or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff shall encourage and reward success and achievement, participation in community projects and positive student conduct.

School Profile

County Community Schools serve high risk students in grades 7-12 who are referred per guidelines set forth in Education Code 1981. Reasons for referral typically include expulsion, truancy, behavior challenges, and probation. These students can also be defined in terms of Welfare and Institutions Codes 601, 602, 654, or 300.

There are two types of programs offered: the daily program and the independent study program. It is important for the students in the daily program to work in a classroom setting, interact with their peers and change classes similar to those of a comprehensive high school. However, the classes are still small enough where the students are able to receive one-on-one assistance from their instructor and/or para-educator. The instructor not only provides academic instruction, but also emphasizes the skills needed to improve attendance and behavior.

Independent Study at Community School is an important component of the educational opportunities offered. Performance is evaluated based upon the quality and quantity of schoolwork submitted to the teacher. Students work at their own pace, often accomplishing more than the minimum requirement. While enrolled in the Independent Study Program students are required to meet with their teacher for at least one hour or more per week.

This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs of our school site council for continued improvement in providing a safe, orderly, school environment conducive to learning

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School: Lloyd P. Hance School

Information Updated on:
Date: 2/7/2018
By:

Phone: (707) 263-5819 Emergency Phone: (707)262-4167

Principal: Kate McClatchy

Address: 1510 Argonaut Rd Lakeport CA 95453

No. of Students: 09 Fax: 707-263-5819

No. of Teachers: 1 Email: kmclatchy@lakecoe.us

No. of Staff: 2 Web Site: www.lake-coe.k12.ca.us

No. of Classrooms: 3

EMERGENCY RESPONSE TEAM (ERT) MEMBERS

Chart of Responsibilities

| ERT POSITION | NAME | RESPONSIBILITIES |
|--|----------------------------|--|
| Incident Commander | Kate McClatchy | Meets and Coordinates with outside agencies; interfaces with the District Office |
| ERT Leader | Jill Ruzicka | Direct Emergency Response Team, assist I.C. rumor control; communications |
| Facilities & Safety | Joel Miller | Gas, electrical, water shut-off; building safety and inspection; inform and direct emergency vehicles |
| Search & Rescue | Ana Santana | Search & rescue for trapped; missing, or injured individuals. |
| Accountability | Valerie Stark | Maintains Student Emergency Cards and check out box; maintains list of missing and extra students/adults; oversee orderly checkout post; crowd control |
| Medical Aid/Triage Room # | Megan McDonald | Maintain portable First Aid kit. Set up first aid area; triage/treat as necessary; keep list of injured and those transported to medical facility. |
| Check out Post Front of Office | Valerie Stark | Maintain Student Emergency Cards; daily sign out sheets; verify student release and maintain Emergency Sign Out Log. |
| Student Safe Room # | Hance Teacher | Set up and maintain Student Safe Room; provide risk screening; facilitate student activities |
| Staff Safe Room – Teachers’ Lunch Room | All Staff | Maintain Staff Safe Room – observe staff |
| Parent Liaison-Library | Hance Teacher | Meet and direct parents; provide information; crowd control |
| Public Information Officers | Jill Ruzicka and Rob Young | Coordinate with I.C. to release incident information to media in a timely manner |

2. School Site Data

All data in this section was taken from the California Department of Education Data Reporting Office or Aeries.

2.1 Office Referrals

Total Violations for SY 2017/2018 according to Aeries.net

| Code # | Name | Total |
|--------------|---|-----------|
| *1 | Caused, Attempted, or | 1 |
| *2 | Willfully used force or | 0 |
| *B | Possess/sold/furn.fire arms | 0 |
| *C | Possess/used/sold/furn/drugs | 4 |
| *F | Caused/attempted dam | 0 |
| *G | Stolen/attempted | 0 |
| *I | Committed obscene | 1 |
| *K | Disrupted school | 1 |
| *R | Bullying inc. cyber toward pupil or staff | 0 |
| *T | Suspension when other means fail | 0 |
| *X | Committed Sexual Harassment | 1 |
| 05 | Bullying other students | 0 |
| 06 | Bus citation | 0 |
| 07 | Dangerous Behavior | 0 |
| 11 | Instigating conflict | 0 |
| 14 | Lying to Staff | 0 |
| 15 | No-Show for Detention | 0 |
| 18 | Play-fighting (no injuries) | 0 |
| 19 | Profanity | 0 |
| 26 | Disruptive/Defiant Behavior (non-suspend) | 0 |
| 27 | Cell Phone – Inappropriate use of | 0 |
| 76 | Other | 0 |
| 77 | Stealing | 0 |
| D | Truancy 1 | 2 |
| E | Truancy 2 | 1 |
| F | Truancy 3 | 1 |
| H | Cutting Class/Left Campus | 0 |
| Total | | 12 |

2.2 Attendance

The below table is a breakdown of the 2017-2018 school year attendance. The school had an overall (76.6)% attendance rate.

| Grade | Students | Days Enrolled | Days Present | Excused Absence | Unexcused Absence | Excused Tardy | Unexcused Tardy |
|--------------|----------|---------------|--------------|-----------------|-------------------|---------------|-----------------|
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | 3 | 132 | 109 | 4 | 19 | 0 | 0 |
| 9 | 1 | 14 | 6 | 0 | 8 | 0 | 0 |
| 10 | 3 | 166 | 140 | 14 | 12 | 0 | 0 |
| 11 | 7 | 623 | 498 | 34 | 91 | 0 | 11 |
| 12 | 8 | 573 | 403 | 58 | 112 | 0 | 13 |
| School Total | 22 | 1508 | 1156 | 110 | 242 | 0 | 24 |

2.3 Suspendable Violations Code; School Year 2017/2018 according to Aeries.net

| Violation Code | Violation Description | Number suspended |
|----------------|---|------------------|
| *1 | Caused, Attempted, or Threatened Physical Injury | 1 |
| *2 | Willfully used force or violence upon another | 0 |
| *B | Possess/Sold/Furn. Firearm/Knife/Explosive/Dang. Obj. | 0 |
| *F | Caused or attempted damage to school property | 0 |
| *G | Stolen/attempted school/private property | 0 |
| *I | Committed obscene act/habitual profanity/vulgarity | 0 |
| *K | Disrupted school activities/Defiance | 1 |
| *R | Bullying inc. cyber toward pupil or school personnel | 0 |
| *V | Suspension when all other means fail | 0 |
| *X | Committed sexual harassment | 1 |

2.4 Suspensions and Expulsions

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

| | School | | | District | | |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2012/2013 | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 | 2017/2018 |
| Suspension | 30.1 % | 41.3% | 18.4% | 11.0% | 14.8% | N/A |
| Expulsions | 0% | 0% | 0% | 0% | 0% | N/A |

2.5 CA Healthy Kids Survey Data

Discuss Your Site specific data finding here and related directly to 2.1.5 School Improvement Plan.

Healthy Kids Survey was not conducted during the 2017-2018 school year.

2.6 School Improvement Plan

Continue PBIS model for positive interventions that are staff driven. PBIS address positive behavior intervention supports to provide positive learning experiences and expectations to students rather than suspension.

The implementation of PBIS at SCHOOL continues to be a strategic process. While our school has implementation Tier(s) 1-3 at the school site and a diverse PBIS team has been formed, implementation of PBIS to the fullest extent has not been completed. We plan to continue solidifying our PBIS tiers with additional trainings for all staff.

Incidents resulting in suspension under EC 48900(k) have greatly decreased, from 12 in the first semester of 2017-2018 to 0 in the first semester of 2017-2018. Overall suspension, chronic absenteeism and office discipline referral (ODRs) rates continue to decrease.

2.7 Local Law Enforcement Juvenile Crime Data

No incidents of juvenile crime on campus occurred involving law enforcement.

2.8 Property Damage Data

No property damage was reported for the 2016-1017 school year.

2.9 Other: Threat Assessment

Safe schools are those that have developed a comprehensive strategy for identifying problems, analyzing the cause, and implementing a plan to address them. The analysis of potential threats needs to include the following considerations:

- Areas on campus that may be unsupervised or provide opportunities for student on student harassment or violence
- Routes to school that may pose a risk to students who must walk or wait for public transportation
- Access points that could allow intruders to enter the campus without being screened by school personnel
- Facility threats such as exposed lighting fixtures that could be broken during sports activities, underground pipelines that could be damaged during renovations, or damaged electrical wiring (refer to the section on [Disaster preparedness/crisis response](#) for detail on how to deal with crises).
- Threats to student health (drug or sexual abuse, depression, or suicidal thoughts)

Schools that are successful in preventing safety problems are those that carefully monitor situations in the school building, on school grounds, or on routes to school that present actual or potential problems. Direct observation, surveys, overheard conversations, and formal data can provide an effective school and community profile of gang behavior, student harassment, drug trafficking, emotional crises, and other threats. Effective schools often gather and analyze the information in cooperation with parent/guardians, other students, and local law-enforcement agencies.

High-profile school shooting incidents always raise the question about how schools should assess which students may pose a threat. A threat assessment approach developed by the [Center for Mental Health in Schools](#) (Outside Source) at the University of California, Los Angeles (UCLA), guides the inquiry to determine whether the evidence suggests movement toward violent action. The questions focus on:

- Motivation for the behavior that brought the person being evaluated to official attention
- Communication about ideas and intentions
- Unusual interest in targeted violence
- Evidence of attack-related behaviors and planning
- Mental condition
- Level of cognitive sophistication or organization to formulate and execute an attack plan
- Recent losses (including losses of status)
- Consistency between communications and behaviors
- Concern by others about the individual's potential for harm
- Factors in the individual's life and/or environment or situation that might increase or decrease the likelihood of attack

The information gathered from interviews with the student, family members, friends, teachers, classmates, and from school and mental health records helps staff members to determine if the student is moving toward violent action and to develop a risk management plan. For example, what steps will minimize factors that could put the student at greater risk for violence? Strategies might include referral to appropriate services or monitoring the student for changes that could increase the student's risk as either a perpetrator or victim.¹

The [American Academy of Pediatrics](#) (Outside Source) also offers a collection of resources to help parents, teachers, students, schools, and pediatricians cope with the aftermath of school violence. Its Web site provides additional resources on violence prevention, school safety, and mental health.

Another aspect of threat assessment is to determine threats to student health. Counselors and community health practitioners can provide training to help school staff members recognize the signs of health risks faced by young adolescents and help teachers and others know what to do when they identify any of the following signs:

- Depression
- Eating disorders, such as anorexia and bulimia
- Cutting or other forms of self-mutilation that signal depression

- Glue sniffing
- Self-strangulation
- Drug use
- Sexual victimization

These and other types of at-risk behaviors become more common in the middle grades, making it imperative that staff members know how to recognize and react to signs of risk. (These types of threats to students' mental and physical health are covered in the later sections on [Counseling](#) and [Alcohol, tobacco, and other drug use awareness and prevention](#).)

Counselors can help teachers develop “openers” for conversation about possible health or behavior concerns among young teens. For example, many middle grades teachers require their students to keep a journal and to write one page a day. Not only does it help students to organize their thoughts and become more fluent writers, it provides insight to the teachers about students' concerns, hopes, and dreams.

Teachers can begin the process and build a sense of trust by giving students a daily prompt to get them started. For example:

- Sometimes I wonder about . . .
- My favorite foods are . . .
- My favorite teacher is . . . because . . .
- I've noticed that I am growing up and changing because . . .
- I've developed a career interest in . . .
- When I graduate from high school, I . . .
- My most embarrassing moment this year has been . . .
- I wish I had a fairy godmother who could help me with . . .
- It makes me sad when . . .
- Things that make me laugh out loud are . . . It scares me when my friends . . .
- My circle of friends are known as the . . . I like to be part of their group because...
- If I had three wishes, they would be . . .
- I wish I could convince my mother/father/parents that I'm old enough to . . .
- If I had \$1,000 I would . . .

To establish safety, teachers generally allow volunteers to read their entries aloud but do not require it. Teachers also avoid commenting on sensitive subjects. For example, if a teachable moment arises about a health concern raised by a student's journal, the teacher can ask questions in a nonjudgmental way.

Teachers generally tell students that they will read the journals periodically and that the content does not affect their grade. If warning signs appear in the journal, the teacher can first talk to counselor to get ideas about how to talk privately with the student and whether or not to refer him or her for intervention and counseling. Through this process, teachers often identify students who need referral for eating disorders, suicidal thoughts, and delusional or violent preoccupations. In some cases, a caring conversation will be enough to help the student pass

safely through a time of crisis. At other times, the issue requires contacting Child Protective Services or having a conversation with the parent.

Getting to know young adolescent students well should be a deliberate proactive process. Safe schools develop a system for sharing information on potential threats with students, their parents, and the community and work to eliminate circumstances likely to result in violent crimes. Actions may range from changing the school environment (for example, improving lighting or using concealed cameras in areas where bullying is likely to occur) to using hall and grounds monitors, obtaining assistance from law-enforcement agencies, and having offenders prosecuted. Parents and the community share responsibility with the school in guaranteeing the safety of all students at all times before, during, and after school.²

Related Links

- [California Healthy Kids Survey Reports](#), California Department of Education.
- [Health Framework for California Public Schools \(2003\)](#) (PDF; 2MB; 264pp.), California Department of Education.
- [Safe Schools](#), California Department of Education.

3. Strategies and Programs

Some possibilities are:

1. Law enforcement presence – role in school safety
2. School administration who provide school safety support – position and role
3. Attendance policies - TRP Program – monitors and reinforces requirements for school attendance
4. Campus supervisors – How many and role in school safety
5. Communication tools – Radios, cell phones, intercom, etc.
6. Other staff – Community counselor, outreach, intervention specialist, etc. – role in school safety
7. Student identification policy
8. Visitor policy
9. Monitoring and reinforcement of the requirements of school academic progress and school behavior
10. List and explain examples of various available resources that support school safety on your campus:
 - Counseling: Personal Counseling, Intervention Specialist, Community Counselor, EL coordinator, etc.
 - Prevention and Intervention Programs – which are in place and future plans for implementation
Safe School Ambassadors, Peer mediation programs, FNL, TUPE, TATU, Support Teams, peer help programs, conflict resolution programs, class size reduction, tutoring, parent training, alternative programs (Independent studies, Workforce 2000, ROP, Discovery Center, etc) structured positive activities during

- non instructional time, after school recreation, community or neighborhood watch programs, youth service programs, gang prevention and intervention
11. Other...

3.1 Child Abuse Reporting Procedures

Child abuse and neglect must be reported to a child protective agency immediately as required by the California Penal Code, Chapter 916, and Sections 11164-11174.3. Agencies authorized to accept mandated reports are police, sheriff, and Child Protective Services (CPS). Mandated reporters include healthcare practitioners, childcare custodian, school employees and employees of a child protective agency. This includes EMTs and paramedics.

Neglect is defined as the negligent failure of a parent or caretaker to provide adequate food, clothing, shelter, medical/dental care, or supervision. Physical abuse is defined as a physical injury, including death, to a child which appears to have been inflicted by other than accidental means.

Sexual abuse is defined as sexual assault on, or the exploitation of a minor. Sexual assaults include rape, rape in concert (aiding or abetting or acting in concert with any person in the commission of a rape), incest, sodomy, oral copulation, penetration of genital or anal opening by a foreign object, and child molestation. It also includes lewd or lascivious conduct with a child under the age of fourteen years, which may apply to any lewd touching if done with the intention of arousing or gratifying the sexual desire of either the person involved or the child. Sexual exploitation includes conduct or activities related to pornography depicting minors, and promoting prostitution by minors.

A child is any person under the age of eighteen.

The purpose of reporting suspected child abuse/neglect is to protect the child, prevent further abuse of the child and other children in the home, and begin treatment of the entire family. The inflection of injury, rather than the degree of that injury, is the determination for intervention by the CPS and law enforcement.

When a mandated reporter has knowledge of or has observed child abuse or neglect, that individual is required to report to the local law enforcement and/or to the CPS immediately or as soon as practically possible by telephone and shall complete the suspected child abuse report form within 36 hours. Those persons legally required to report suspected child abuse have immunity from criminal or civil liability for reporting as required. Reporting forms are available in the main office or from any administrator or EPS.

You may contact the local police or sheriff's department, or child protective services. The phone numbers are:

- Child Protective Services (707) 262-0235
- Sheriff's Department (707) 263-2331

- Lakeport Police Department (707) 263-5491
- Clearlake Police Department (707) 994-8251

Retain the yellow copy of the suspected Child Abuse Report Form SS8572 for your records and submit top three copies (white, blue and green) to the CPS agency.

Further details are outlined in the Lake County Office of Education School District Board Policy 5141.4

3.2 Disaster Procedures, Routine and Emergency, Including Students with Disabilities

In order to save lives and protect property, all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters and events, which threaten to result in a disaster. Appropriate drills and trainings will occur throughout the school year.

The Superintendent/Principal or designee has developed and maintained a multi-hazard emergency preparedness plan, which details provisions for handling all foreseeable emergencies and disasters. The plan includes working plans and procedures specific to the school and its students, and is reviewed/updated annually. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS). The manual is located in the school/district office. A contingency plan for emergencies is contained on a clipboard available to each staff member.

Pupils with disabilities: IDEA requires that planning for the educational success of these students is done on an individual, case-by case basis through the development of an Individual Education Program (IEP). The IEP is written statement developed for each child with a disability that outlines measurable annual goals for each child's academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication transportation, supervision, medical care, and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

3.2.1 Fire Drill/Evacuations

No fire alarm will be ignored. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attach Countermeasures. If you know the alarm to be false, you may cancel the evacuation order, however, 9-1-1 MUST be notified.

Fire/Fire Alarm:

- Call 9-1-1 and SRO.
- Notify Incident Management Team and place them on stand-by.
- Team members should forward information immediately regarding unusable/unsafe exits.
- Select rally point and request police presence there.
- Announce the need to evacuate, if necessary, and list areas to avoid.
- Establish Exterior Command Post.
- Ensure Liaison Officer is available to assist emergency response personnel as necessary.
 - Provide keys to the facility
 - Provide floor plans
 - Provide utility shutoff information
 - Student roster
- Notify Public Information Office.
- Arrange for transportation to shelter areas if necessary.
- Prevent people and students from gathering near parked cars and emergency vehicles.
- Make arrangements for family reunification.
- Announce “all clear” when directed by emergency response personnel.

Fire Extinguisher Instructions:

P – Pull safety pin from the handle;

A – Aim at the base of the fire;

S – Squeeze the trigger handle;

S – Sweep from side to side.

If your clothes (or someone else’s) catch fire, STOP, DROP AND ROLL!

- Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- Notify Superintendent/Assistant Superintendent of incident.

The principal/program administrator shall hold fire drills at least once a month at the elementary level, four times every school/program site year at the intermediate level, and not less than twice every school/program site year at the secondary level. (Education Code 32001)

3.2.2 Lock Down/Active Shooter/Intruder/Attack

When deemed necessary by school administrators or law enforcement officials, the school will be placed in a “lockdown” status. An announcement will be made via our phone intercom system, “Attention students and staff, please go to immediate lockdown status.” While in lockdown, classroom doors are to remain closed and locked and window coverings are to be closed. Take cover inside room by laying flat on the floor, hiding behind desks or any furniture, and staying away from all windows. Students in the room are to remain inside. All staff are to assist students outside enter a secure, indoors area. Teachers must take roll when a lockdown is called and any student not assigned to that class must be added to the roll list. All bells and “Fire Alarms” will be ignored including the end of the day bell. **Do not open the door for any**

reason or for any person. Students that are outside when a shooting starts should **RUN** as fast and as far from the shooter as possible. Everyone is to remain in lockdown status until the site administrator or law enforcement official announces an all clear. Once the immediate danger has passed, and at the direction of law enforcement, the site will be evacuated or regular school activities will resume.

3.2.3 Earthquake

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

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

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

1. A school/program site building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff 38
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows
3. Drop procedures shall be practiced at least once each school/program site quarter in elementary school/program sites and at least once each semester in secondary school/program sites.
4. Protective measures to be taken before, during, and following an earthquake
5. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

The Lake County Superintendent of Schools or designee may work with the California Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school/program site when an earthquake occurs.

Earthquake emergency procedures shall designate outside areas and alternative areas, which may include areas off campus if necessary, in which students will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake

hazards outside school/program site buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures shall designate evacuation routes and alternative routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The County Superintendent or designee shall identify potential earthquake hazards in classrooms and other County Office facilities. Potential hazards may include, but are not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, such shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished if possible before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal/program administrator or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal/program administrator or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school/program site grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school/program site bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety. The driver shall pull to the side of the road, away from any outside hazards if possible, and turn off the ignition. As soon as possible, the

driver shall contact the County Superintendent or designee for instructions before proceeding on the route.

Subsequent Emergency Procedures

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

1. Staff shall extinguish small fires if possible.
2. Staff shall provide assistance to any injured students, take roll, and report missing students to the principal/program administrator or designee.
3. Staff and students shall not light any stoves or burners until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal/program administrator or designee shall post staff at a safe distance from all building entrances and instruct staff and students to not reenter until the buildings are declared safe.
6. The principal/program administrator or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school/program site.
7. The principal/program administrator or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

The Lake County Superintendent of Schools or designee shall periodically evaluate the adequacy and design of existing County Office facilities to determine whether they meet the needs of the instructional program, provide a healthful and pleasing environment for students and staff, and fulfill legal requirements for safety and structural soundness, access for the disabled and energy conservation.

3.2.4 Emergency Facility Use

In the event of an emergency in the community or surrounding area, Lloyd P. Hance School has been designated as an emergency shelter location and will cooperate with the County of Lake, Lake County Office of Education's Emergency Services Coordinator, and the Red Cross as requested.

3.2.5 Active Shooter

The Lake County Office of Education will cooperate with law enforcement in any crisis. The following guidance is provided by the (LAW ENFORCEMENT AGENCY) in the event of an active shooter on school grounds:

RUN: When an active shooter is in your vicinity:

- If there is an escape path, attempt to evacuate

- Evacuate whether others agree to or not
- Leave your belongings behind
- Help others escape if possible
- Prevent others from entering the area
- Call 911 when you are safe

HIDE: If evacuation is not possible, find a place to hide:

- Lock and/or blockade the door
- Silence your cell phone
- Hide behind large objects
- Remain very quiet

YOUR HIDING PLACE SHOULD:

- Be out of the shooter's view
- Provide protection if shots are fired in your direction
- Do not trap or restrict your options for movement

FIGHT: As a last resort, and only if your life is in danger

- Attempt to incapacitate the shooter
- Act with physical aggression
- Improvise weapons
- Commit to your actions

911: When Law Enforcement Arrives:

Remain calm and follow instructions;

- Don't make any sudden movements/avoid pointing or yelling;
- Keep your hands visible at all times with your hands in the hand up signal position;
- Know that help for the injured is on its way;
- Leave backpacks, purses, and other items behind.

3.2.6 Drill Schedule

Per Board Policy 6114.1 *The principal shall also hold fire drills at least once a month at the elementary and intermediate level, and not less than three times every school year at the secondary level. (At least one drill during the time of: before/after school, lunch, instructional time).*

2018 - 2019 Fire Drill Schedule

| Month | Date | Time |
|-----------|----------|------|
| July | 07/26/18 | 11am |
| August | 08/23/18 | 11am |
| September | 09/27/18 | 11am |
| October | 10/13/17 | 11am |
| November | 11/29/18 | 11am |
| December | 12/13/18 | 11am |
| January | 01/25/19 | 11am |
| February | 02/21/19 | 11am |
| March | 03/29/19 | 11am |
| April | 04/26/19 | 11am |
| May | 05/23/19 | 11am |
| June | 06/28/19 | 11am |

2018 - 2019 Lockdown Drill Schedule

| Semester | Date | Time |
|---------------------|----------|----------|
| Before/After School | 10/04/18 | 10:00 am |
| Lunch | 01/10/19 | 1:00 pm |
| Instructional Time | 05/02/19 | 11:30 am |

2018 – 2019 Earthquake Drill Schedule

Per AR 3516.3 Drop, Cover and Hold procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 32282)

| Date | Time |
|---|------|
| October 2018 – Great California Shake Out | 11am |
| April 4, 2019 | 11am |
| | |
| | |

4. Suspensions and Expulsion

4.1 Suspension

Suspension is a disciplinary action which means removal of a student from ongoing instruction for a period of time not to exceed five (5) consecutive school days per offense. Suspension by an administrator shall be preceded by an informal conference between the administrator and the student unless an emergency situation to be determined by the principal or designee exists. A student's parent/guardian shall be notified in writing of the suspension. Although the district is not required to hold a conference with the parent/guardian, the parent/guardian is required to attend such a conference when so requested by the district. A pupil may be suspended or expelled for acts which are enumerated in this policy 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; 4) During, or while going to or coming from, a school sponsored activity (E.C. 48900p). At the discretion of the school administration, a student may receive "in-house" suspension, serving the term of suspension on campus under the supervision of school staff (E.C. 48911.1). Make-up work may be allowed. It is up to each individual teacher to accept make-up work done during suspension.

A student who has been suspended out of school is not permitted to enter school grounds unless permission has been granted by the administration.

4.2 Expulsion

Expulsion means the removal of a student from enrollment in school or the district as ordered by the Board of Education. Expulsion may be ordered for any of the acts listed under Grounds for Suspension and Expulsion when other means of correction have failed to bring about proper conduct, or when a student's presence causes continuing danger to other students. As defined in E.C. 48915 (c), 1) possessing, selling, or otherwise furnishing a firearm; 2) brandishing a knife at another person; 3) unlawfully selling a controlled substance; 4) committing or attempting to commit a sexual assault or committing sexual battery; 5) or possession of any explosives, requires the principal to recommend expulsion. The length of expulsion for any of these offenses shall be one year. Parents of an expelled student are required to notify the receiving district that the student has been expelled. (E.C. 48915.1)

Suspension/Expulsion Offenses

Education Code 48900

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence on another person, except in self-defense.
3. Possessed, sold, or furnished a firearm, knife, explosive or other dangerous object without written permission to possess the item from a certificated employee, concurred in by the principal or his/her designee.
4. Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance listed in Ch.2 of Div.10 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.

5. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Ch2. Of Div. 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind, and 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.
6. Caused or attempted to cause damage to school or private property.
7. Stole or attempted to steal school property or private property.
8. 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.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm.
14. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both,
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
17. Engaged in an act of bullying, including but not limited to, bullying my means of an electronic act directed toward a student or school personnel.

Education Code 48900.2, .3, .4 and .7

- .2 Engaged in sexual harassment as defined in Section 212.5
- .3 Attempted to cause, threatened to cause or participated in an act of hate violence as defined in subdivision (e) of Section 233
- .4 Engaged in harassment, threats or intimidation against school district personnel or pupils.
- .7 Made terrorist threats against school officials or school property, or both.

Education Code 48915

1. Caused serious physical injury to another person except in self-defense.
2. Possession of knife or other dangerous object of no reasonable use to the pupil
3. Unlawful possession of any controlled substance listed in Ch 2, Div 10 of the Health & Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
4. or 48900(e) Committed or attempted to commit robbery or extortion
5. Assault or battery upon any school employee
6. Possessing, selling or furnishing a firearm.
7. Brandishing a knife at another person

8. Unlawfully selling a controlled substance listed in Ch 2, Div 10 of the Health and Safety Code.
9. or 48900(n) Committing or attempting to commit sexual assault or sexual battery.
10. Possession of explosive

Any of the above may be referred to a law enforcement agency.

Suspended students will receive a loss of school privileges in addition to consequences listed in the Offense Categories of this policy. The following guidelines offer a range of consequences administrators may impose based on administrator discretion of the incident following a thorough investigation:

- | | |
|---------------------------|--|
| 1. One day suspension = | 3 school days loss of school privileges |
| 2. Two day suspension = | 5 school days loss of school privileges |
| 3. Three day suspension = | 10 school days loss of school privileges |
| 4. Four day suspension = | 15 school days loss of school privileges |
| 5. Five day suspension = | 20 school days loss of school privileges |

5. Procedures to Notify Teachers of Dangerous Pupils

Each September and as needed throughout the year upon review of new student's records, teachers will be provide a list of enrolled students who have one or more suspensions of a serious or violent nature. The list will include data from the previous two school years. The following procedure will be used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers initial the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspension as they occur during the school year, the following process is used:

1. Teachers and counselors will be provided a written notice of suspension of one of their students.
2. When students are administratively transferred from one school to another for disciplinary reasons, teachers to who the student is assigned at the new school are notified by the school administration and provided with written information about the reasons for the student's transfer.

6. Annual Notice of Uniform Complaint Procedures (Non-Discrimination)

Harassment Policy:

The district is committed to providing an educational environment free of unlawful harassment. The district maintains a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision or any other bases protected by federal, state or local law, ordinance, or regulation. All such harassment is unlawful. Irrespective of law, the District believes that all such harassment is offensive. The District's anti-harassment policy applies to all persons involved in the District's educational environment and prohibits unlawful harassment by any District student or any employee of the District, including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited. Violation of this policy by a student may result in discipline, which may include suspension or expulsion, depending on the nature or seriousness of the violation. (See Education Code Sections 48900 and 48900.2)

Bullying and Cyber-Bullying Policy:

“Harassment, Intimidation, Bullying or Hate behaviors” means any intentional written, verbal, or physical act, when the intentional written, verbal or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.”

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not disrupt the education environment.

This policy also includes Cyber-Bullying.

California Ed Code 48900r states “Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.” Violation of Ed Code 48900r is a Suspendable offense.

In these current times the prevalence of social media (Facebook, Twitter, You-Tube, etc.) websites and the access available for student use brings with it the possibility of bullying via posts or texts that are harmful, hurtful, or threatening. This can include inappropriate, violent, gang-related, harmful, hurtful, and/or threatening videos, photographs, posts, texts, or other forms of electronic media. When this happens with students, the impact is negative for both students, families, and the school. Lloyd P. Hance School recommends that parents be active in their children's online social media accounts and monitor for safety and appropriateness. When cyber-bullying comes to the attention of the school, the school will take action as per educational code. **THIS RULE APPLIES TO OFF-CAMPUS COMPUTER AND CELL PHONE USE**

THAT INTERFERES, INTERRUPTS, OR HARMS STUDENT AND/OR STUDENT LEARNING.

Informal Process:

Complaints must be investigated by school personnel. Informal remedies include an opportunity for the complainant(s) to explain to the alleged perpetrator that the conduct is unwelcome or disruptive either in writing or face to face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator while reviewing the harassment, intimidation and bullying policy without identifying the complainant, parent or guardian.

Formal Complaint Process:

Anyone may initiate a formal complaint process of harassment, intimidation or bullying, even if the informal complaint process is being utilized. Complainant(s) should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearing may result. Efforts should be made to increase the confidence and trust of the person making the complaint.

1. All formal complaints will be documented.
2. Formal complaints shall set forth specific acts, conditions or circumstances alleged to have occurred that may constitute harassment, intimidation or bullying.
3. When the investigation is completed a full written report of the complaint and the result of the investigation shall be compiled.
4. At that point a response shall be made to the complainant stating:
 1. That the school intends to take corrective action; or
 2. That the investigation is incomplete to date and will be continuing; or
 3. The school has not found adequate evidence to conclude that bullying, harassment or intimidation occurred.
5. If the student(s) remain aggrieved by the school's response, the student(s) may pursue the complaint through the superintendent's office.

You may wish to consider using local community resources, including community agencies, public advocacy groups, local mediation centers, and non-profit legal agencies. Lake County Dispute Resolution Services can be reached via telephone at 707-263-6800.

You may wish to contact the State Department of Education for assistance:

Instruction, Learning, and Standards Support Division...

Tom Adams, Deputy Superintendent.

916-319-0900

7. Dress Code

In order to maintain a positive educational environment, the following student guidelines are established:

Lake County Office of Education believes that appropriate dress and grooming contribute to a productive learning environment. The District expects that all staff and students dress themselves in a manner that will not be disruptive to the educational atmosphere. All students and staff will wear shoes and shirts.

Cropped and low cut clothing that exposes one's stomach, shoulders, back or chest is not appropriate. This includes extremely short shorts, short skirts, halters and strapless tops.

Underwear should be covered with outerwear.

Spiked or studded jewelry, bandanas of any color and heavy, long wallet chains are not permitted.

Clothing or accessories that promote drugs/tobacco/alcohol, gangs, or violence, are sexually explicit, debase a particular group, or use profane or abusive language cannot be worn on campus.

Lloyd P. Hance has a specific dress code which does not allow any red or predominantly blue in clothing and accessories such as backpacks, shoes, laces, belts and lanyards.

We will provide every opportunity possible for students to remain on campus by providing alternative clothing to be worn during the school day.

A violation of the dress policy will be addressed in the following manner:

First Offense: The student will be given a verbal warning and be asked to remove or cover the inappropriate item of clothing, T-shirt and/or sweats will be offered if needed.

Second Offense: The student's parents will be contacted after removal or covering of the inappropriate item. One day detention assignment.

Third Offense: One day suspension/in-school or off campus depending upon the seriousness of the offense. Parent notification, behavior contract.

The safety of a student will not be jeopardized by his or her attire or grooming. The Administration reserves the right to make all final decisions and/or judgments pertaining to the dress policy.

8. Procedures for Safe Ingress and Egress

Students, employees and visitors arrive via transit or personal/parent/caregiver vehicle. Students, employees and visitors are to be dropped off in parking lot on side of building or frontage road. Signage to different departments is posted in the front of the building. Evacuation plans/maps and route signs are located in each room of facility by the main entrance doors.

9. Safe and Orderly School

In order to create and maintain a safe and orderly environment, Lloyd P. Hance School annually publishes and distributes to student and parents our behavioral expectations and the consequences for violating them. Teachers review rules, safety, and school environment expectations each year with their students via the Student Handbook.

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues of prevention and intervention.

Administrator, teachers and campus monitors are out on campus to monitor student behavior frequently and at all times when students are not required to be in class.

10. Discipline

10.1 School Wide Discipline Policy

Lloyd P. Hance School implemented Year 2018 of PBIS (Positive Behavior Intervention Systems) last year and will continue with Year 2018 of the program this year. Stop in to our Student Services Office for more information.

One of the keys to learning is good discipline. Without proper discipline, the quality of education decreases. By us providing a safe and quality learning environment, a student will find more success and will also learn to be self-disciplined. The discipline at (SCHOOL NAME) School has been formed to provide for maximum protection of individual rights and provide for safe conditions to reduce the chance of accidents, injuries, bullying, and classroom disruption.

All school rules/expectations are in place during school hours, on busses, at bus stops, traveling to and from school, school sponsored events, fieldtrips, class trips, etc. School discipline remains in effect and consequences may be assigned if warranted.

We have simple, plain, and consistent behavior expectations and consequences for those who choose to deviate from these expectations. Every effort is taken to deal with each infraction and every child is treated individually so the human element is not lost in determining the consequences.

Discipline begins with the teacher in the classroom. The students will be aware of the classroom rules that are employed by the teacher. The teacher will employ a variety of techniques to help a student overcome his/her difficulties. If the problem persists or is serious in nature, the Principal and parents will handle it.

Students are expected to be respectful and safe to each other and adults. Polite and orderly behavior is expected of all students. If the behavior is unacceptable, the student will receive some form of punishment from loss of recess time to after school detention to suspension or even in extreme cases, a recommendation for expulsion.

Our basic school rules are as follows:

1. Be Safe.
2. Be Respectful.
3. Be Responsible.

From this basic set of school rules and expectations, teachers, staff, and administrators may draw up more specific rules in order to provide order and safety at school. Lloyd P. Hance School follows a progressive discipline policy for common school infractions, bus citations and classroom/campus referrals. Progressive Discipline Steps are as follows:

- Step 1 – 1 day lunch detention
- Step 2 – 1-3 days lunch detention
- Step 3 – 1-2 hour after school detention
- Step 4 – 1-2 hour after school detention
- Step 5 – 1 day suspension
- Step 6 – 2-5 day suspension or alternate discipline measure

Students who do not receive a formal discipline action, referral, or bus citation within 30 days of their last one, may move back up a step. We like to reward positive changes and choices in behavior by recognizing that discipline steps can be climbed upward or downward depending on the student's choice. More on this is discussed in the section on: Positive Reinforcement Activities.

10.2 School Discipline Matrix

Below is the **Discipline Matrix** that details specific discipline infractions and consequences related to them. The matrix is progressive in nature. For example, consequences for fighting the first time are different than consequences for fighting the second time, and so on. *The school administration reserves the right to objectively determine the consequences based on the seriousness of a particular infraction.*

| OFFENSE | 1st OFFENSE | 2nd OFFENSE | 3rd OR MORE |
|----------------------|--|--|---|
| Dress Code Violation | Student will correct violation or contact parent to bring appropriate school | Student will correct violation or contact parent to bring appropriate school | Student will correct violation or contact parent to bring appropriate school attire and lunch |

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| | attire. | attire and lunch detention or after school detention. | detention or after school detention. |
| Electronic Devices, Including Cell Phones – not to be seen or heard at school | Cell phone and/or electronic device confiscated and returned to student at the end of the day. | Cell phone and/ or electronic device confiscated, parent pick-up. | Cell phone and/ or electronic device confiscated, parent pick up at end of school year. |
| Inappropriate use of computer or the Internet; Violation of school technology contract. | Student suspended from technology use for 1 week, lunch detention or after school detention or 1 day suspension. | Student suspended from technology use for 2 weeks, lunch detention, or after school detention or 1-3 day suspension | Student suspended from technology use for remainder of trimester, 1-5 day suspension. |
| Leaving campus at any part of the day without office/parent permission | After school detention | After school detention/ or 1-3 day suspension. | After school detention, possible law enforcement contacted, Truant step/ and 1-3 day suspension |
| Non- Assaultive Health and Safety Violation; Ex: spitting, etc. | Lunch detention or after school detention. | After school detention or 1 day suspension | After school detention or 1-3 day suspension. |
| Possession of Nuisance Items – items that disrupt the campus or classroom and/or have no educational purpose or value at school. (An items value to school to be determined by staff.) | Item confiscated. Lunch detention or afterschool detention. | Item confiscated. Parent contacted. Lunch detention, after school detention, or 1 day suspension. | Item confiscated. Parent contacted. After school detention, 1-3 day suspension. |
| Profanity or vulgarity | Lunch detention or after school detention | After school detentions or 1 day suspension | 1-3 day suspension |
| Personal Displays of Affection – kissing, hugging, groping, etc. that is deemed inappropriate for school. | Warning – Counsel or 1-3 day lunch detention | 3 day lunch detention or after school detention | After school detention or 1-3 day suspension |
| Disrupting School Activities or Defiance to Staff. | Lunch detention, after school detention | Lunch detention, after school detention or 1-3 day suspension. | After school detention or 1-5 day suspension, and/or recommendation for expulsion. |
| Poor Behavior with a substitute teacher | After school detention | After school detention | 1-3 day suspension |
| Cheating/Plagiarism | Parent contacted; “F” grade assigned or student makes up assignment. Lunch | Parent contacted; “F” grade assigned or student makes up assignment. After | Parent contacted; “F” grade assigned or student makes up assignment. After school detention. |

| | detention. | school detention. | |
|---|--|---|---|
| Forgery or falsification of notes, forms, passes, etc. | Lunch detention or after school detention. | Lunch detention or after school detention. | After school detention or 1-5 day suspension. |
| Profanity directed toward a staff member | After school detention or 1-3 day suspension | 1-3 day suspension. | 2-5 day suspension and/or recommendation for expulsion. |
| Attack upon school staff member* | 5 day suspension, possible expulsion, law enforcement contact | 5 day suspension, expulsion, law enforcement contact | |
| Committing an obscene act. | Lunch detention, after school detention or 1 day suspension. | Lunch detention, after school detention, or 1-3 day suspension. | After school detention, 1-5 day suspension and/or recommendation for expulsion. |
| Stealing, attempting to steal or in possession of stolen property.* | After school detention or 1-3 day suspension. | After school detention or 1-5 day suspension. Law enforcement contacted. | 2-5 day suspension and/or recommendation for expulsion. Law enforcement contacted |
| Gambling | Lunch detention, after school detention, or 1 day suspension. | Lunch detention, after school detention, or 1-3 day suspension. | 2-5 day suspension. |
| Fire Alarm Tampering | 1-3 day suspension | 3-5 day suspension; law enforcement contacted. | 5 day suspension, law enforcement contacted, and/or recommendation for expulsion |
| Unlawfully in possession, used, or under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.* | 5 day suspension; law enforcement contacted. | 5 day suspension; law enforcement contacted; recommendation for expulsion. | 5 day suspension; law enforcement contacted; recommendation for expulsion. |
| Unlawfully furnished or sold any controlled substance, alcoholic beverage, or intoxicant of any kind.* | 5 day suspension; law enforcement contacted; recommendation for expulsion. | 5 day suspension; law enforcement contacted; recommendation for expulsion. | 5 day suspension; law enforcement contacted; recommendation for expulsion. |
| Possession, sale or manufacture of drug paraphernalia.* | 5 day suspension; possible law enforcement contacted. | 5 day suspension; law enforcement contacted; and/or recommendation for expulsion. | 5 day suspension; law enforcement contacted; and/or recommendation for expulsion. |
| In possession or used tobacco products | 1-3 day suspension. | 2-5 day suspension; law enforcement contacted. | 5 day suspension; law enforcement contacted and/or recommendation |

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| | | | for expulsion. |
| Committing or attempting to commit robbery or extortion. | 1-3 day suspension. | 3-5 day suspension; law enforcement contacted. | 5 day suspension; law enforcement contacted; recommendation for expulsion. |
| Caused or attempted to cause damage to school or personal property, including vandalism and graffiti. | Lunch detention, after school detention or 1-5 day suspension; Possible law enforcement contacted. | 3-5 day suspension; law enforcement contacted and/or recommendation for expulsion. | 5 day suspension, law enforcement contacted, and/or recommendation for expulsion |
| Vandalism | cleaning up mess, parents held accountable for fixing or paying for damages, possible suspension | cleaning up mess, parents held accountable for fixing or paying for damages, 1 day of suspension | cleaning up mess, parents held accountable for fixing or paying for damages, 3 days of suspension |
| Possession of any gun, knife, explosive or dangerous objects. | 5 day suspension; law enforcement contacted; recommendation for expulsion. | 5 day suspension; law enforcement contacted; recommendation for expulsion. | 5 day suspension; law enforcement contacted; recommendation for expulsion. |
| Sexual Harassment | Lunch detention, after school detention, or 1-3 day suspension. | After school detention or 1-3 day suspension. Possible law enforcement contacted. | 1-5 day suspension; law enforcement contacted and/or recommendation for expulsion. |
| Committed or attempted to commit sexual assault.* | 1-5 day suspension; possible law enforcement contacted, and/or recommendation for expulsion. | 3-5 day suspension; possible law enforcement contacted, and/or recommendation for expulsion. | 5 day suspension; law enforcement contacted, and recommendation for expulsion. |
| Harassment, threats or intimidation. | Lunch detention, after school detention, or 1-3 day suspension. | After school detention or 1-5 day suspension. | 3-5 day suspension and or recommendation for expulsion. |
| Harassment, threat or intimidation towards a witness involved in a school disciplinary proceeding. Including calling a student “snitch, rat, narc, etc.” | 1-3 day suspension. | 1-5 day suspension. | 3-5 day suspension. |
| Cyber bullying (see Ed Code 48900r) including inappropriate or threatening social website postings, e- | After school detention, or 1-3 day suspension; possible law enforcement contacted. | 1-5 day suspension; possible law enforcement contacted. | 3-5 day suspension; law enforcement contacted and/or recommendation for expulsion. |

| | | | |
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| mails, texting, etc. | | | |
| Videeing and/or other harmful media and/or posting such media on a website or text. | After school detention or 1-3 day suspension | 2-5 day suspension | 3-5 day suspension |
| Thoughtless or Careless Behavior that results in injury/harm to another | After school detention or 1-3 day suspension | After school detention or 1-3 day suspension | 2-5 day suspension |
| Instigating and/or supporting an altercation. | Lunch or after school detention | After school detention or 1-3 day suspension. | 2-5 day suspension |
| Causing, attempting to cause, or threatening to cause physical injury to another person. (Mutual combat or Fighting). | 1-5 day suspension; possible law enforcement contacted. | 2-5 day suspension; possible law enforcement contacted; and/or recommendation for expulsion. | 5 day suspension; law enforcement contacted; and/or recommendation for expulsion. |
| Assault (not fighting or mutual combat) | 3-5 day suspension; law enforcement contacted; and/or recommendation for expulsion. | 5 day suspension; law enforcement contacted; and/or recommendation for expulsion. | 5 day suspension; law enforcement contacted; and recommendation for expulsion. |
| Causing, attempting to cause, or threatening to cause physical injury to another person at/near a bus stop or on the bus. (Mutual combat or Fighting). | 1-5 day suspension and/or bus suspension; possible law enforcement contacted. | 2-5 day suspension and/or bus suspension; possible law enforcement contacted; and/or recommendation for expulsion. | 5 day suspension and/or bus suspension; law enforcement contacted; and/or recommendation for expulsion. |

11 Safety Plan Compliance

California law requires the Comprehensive School Safety Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 35294.2[e]). An updated file of all safety-related plans and materials is maintained by Lake County Office of Education and is readily available for inspection by the public.

11.1 Safety Plan Approval

In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

11.2 Safety Plan Dissemination

(1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

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

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the school site.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

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

(A) A representative of the local churches.

(B) Local civic leaders.

(C) 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 Section 32281.

Jon D
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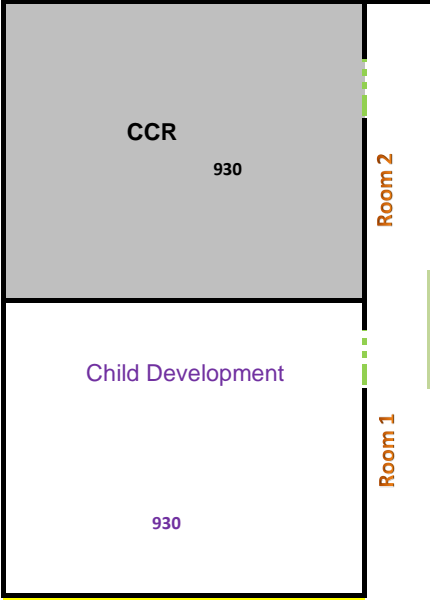
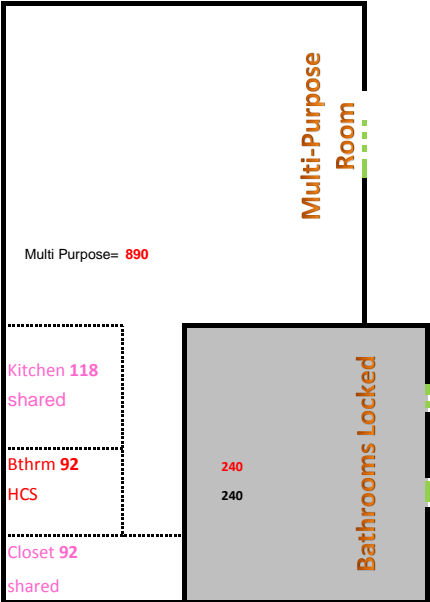
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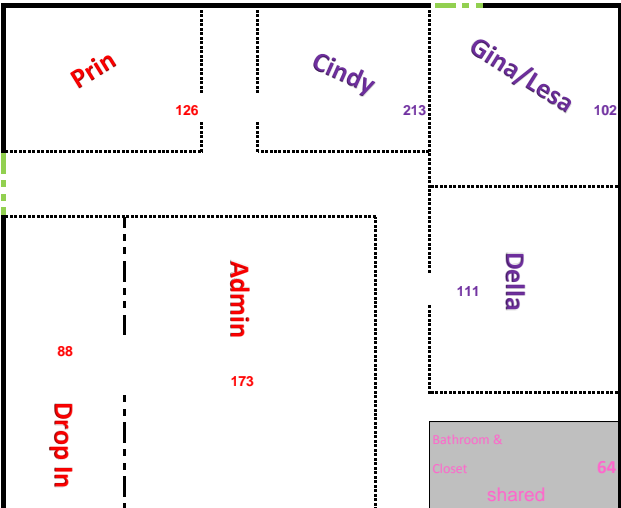
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|--------|--------------------------------------|
| 61 | 0.61% Jon Truancy |
| 3998 | 39.98% Community School |
| 2522 | 25.22% CCR |
| 1371 | 13.71% Safe Schools |
| 1447 | 14.47% Child Development |
| 300 | 3.00% LCOE - Business Office storage |
| 300 | 3.00% Human Resource |
| 10,000 | 100.0% |

=137/ea

274 kitchen / janitor closet & admin's bathroom
92 MPR bathroom
366 = total shared space = split HCS / CD

*** Diagram - NOT to Scale ***



Building C