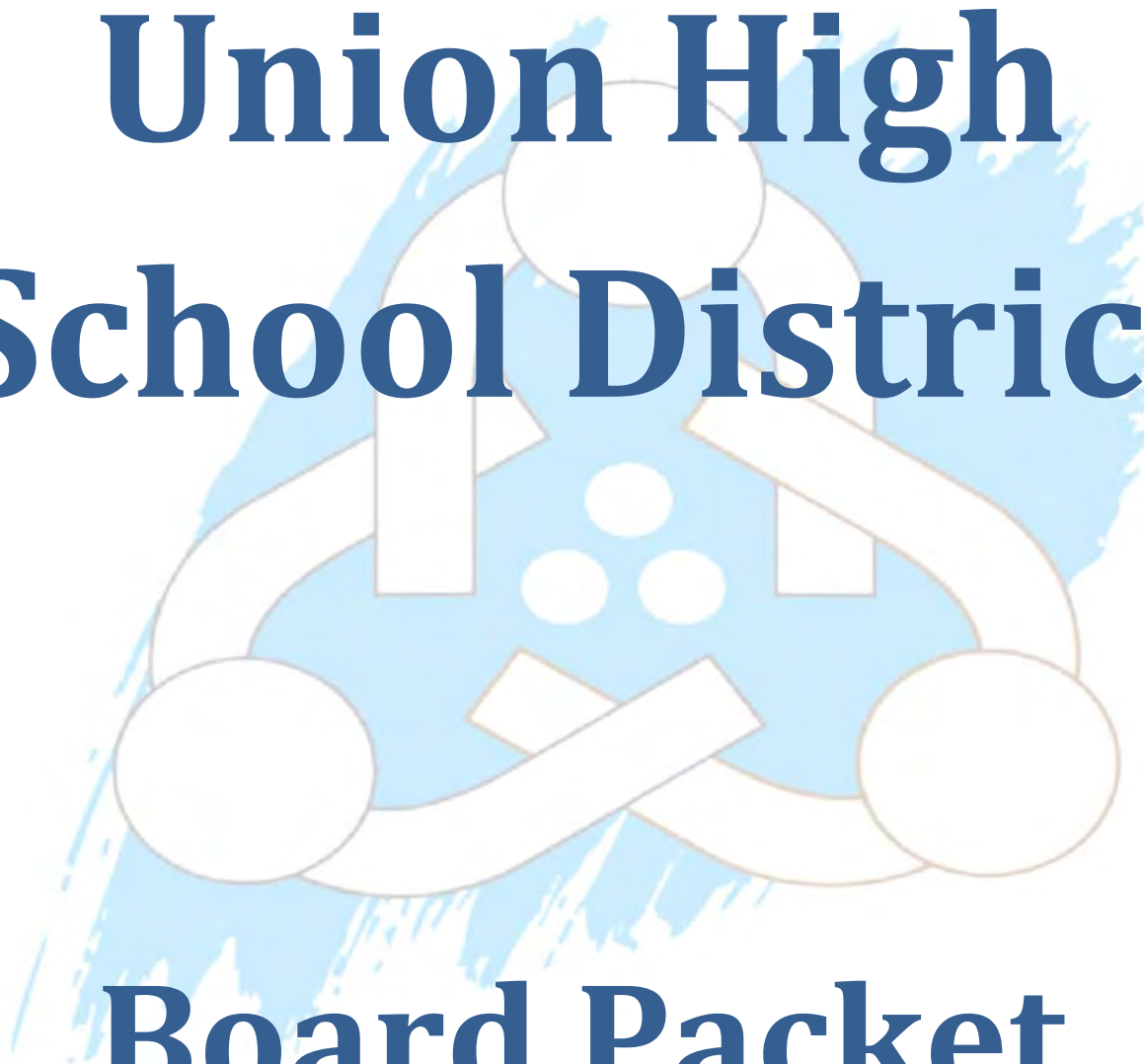


Tulare Joint Union High School District



Board Packet

February 6, 2020

Meeting of
February 6, 2020
FOR: INFORMATION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

RECEIVE: Quarterly Board Policy Revisions

Background: The Administration reviews CSBA's recommended amendments for board policies on a quarterly basis to ensure that the District is in compliance with State and Federal regulations.

Current Considerations: The Administration is recommending revisions to Board Policies per CSBA's recommendations. Attached is the CSBA Policy Guide Sheet to summarize the revisions. The wording on the revised policies has been shaded to indicate revisions. If the policy is new to the District, it will state it as "NEW".

The following Board Policies are being presented for your review:

BP 1112	Media Relations [Orisio]
BP 3551	Food Service Operations/Cafeteria Fund [Hamilton]
BP 5136	Gangs [Aldaco]
BP 6142.2	World Language Instruction [Van Scyoc]
BP 6145.6	International Exchange [Van Scyoc]
BP 6174	Education for English Learners [Van Scyoc]
BP 6179	Supplemental Instruction [Van Scyoc]
BB 9321	Closed Session [Rodriguez]

Fiscal Implications: There are no fiscal implications associated with these revisions.

Tulare Joint Union High School District Board Priorities:

- *Improve Student Outcomes and Performance*
- *Manage Facilities and Student Growth*
- *Maintain the Fiscal Integrity of the District and Fund the Board's Priorities*
- *Staff the TJUHSD with Qualified Personnel and Maintain a Positive Work Environment*
- *Maintain Safe Schools*
- *Continue to Strengthen Internal and External Communication Systems*

SUBMITTED BY:
Mr. Tony Rodriguez

Prepared By: Tony Rodriguez, Superintendent

POLICY GUIDE SHEET

July 2019

Page 1 of 3

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP 1112 - Media Relations

(BP revised)

Policy updated to expand the section on "Crisis Communications Plan" to apply to natural disasters, involve district technology personnel in the development of the plan, and expand the contents of the plan. Policy also updated to encourage the establishment of priorities and key messages for proactive communications with the media, clarify that media representatives can be required to register before coming on campus only if the district has adopted a policy requiring all visitors to register, and clarify that the only student directory information that may be released to the media is that information designated by the district in AR 5125.1 - Release of Directory Information.

AR 3320 - Claims and Actions Against the District

(AR revised)

Regulation updated to add statement requiring the use of district procedures for claims against the district prior to filing a lawsuit. Regulation also defines "limited civil case" as one that is for an amount of \$25,000 or less.

BP/AR 3551 - Food Service Operations/Cafeteria Fund

(BP/AR revised)

Policy updated to reflect **NEW FEDERAL REGULATION (84 Fed. Reg. 8247)** and updated California Department of Education (CDE) guidance giving districts with an average daily attendance of less than 2,500 greater flexibility in the hiring of food service directors. Policy also consolidates material on nondiscrimination toward students who have unpaid meal fees and those who participate in the free and reduced-price meal program. Regulation updated to reflect **NEW LAW (AB 3043, 2018)** which permits the use of cafeteria funds to (1) pay for the purchase of a mobile food facility and (2) supplement the cost of providing universal breakfast in districts that do not provide universal breakfast under a federal program, provided they submit the required certification to CDE. Regulation also updates section on U.S. Department of Agriculture (USDA) donated foods to reflect current requirements for the safe storage and control of the foods. In both policy and regulation, CDE and USDA guidance renumbered when superseded by newer guidance.

AR 4117.7/4317.7 - Employment Status Reports

(AR revised)

Regulation updated pursuant to Education Code 44940 to include a violation or attempted violation of Penal Code 187 (murder) in the definition of a "mandatory leave of absence offense."

BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions

(BP added)

New policy addresses the avoidance of unlawful and inappropriate interactions between staff and students, an employee's responsibility to report another employee's violation of this policy, disciplinary consequences for staff, referral to law enforcement when appropriate, the requirement to post the code of conduct on school and/or district websites, and examples of conduct that are inappropriate or can create the appearance of impropriety.

POLICY GUIDE SHEET

July 2019

Page 2 of 3

BP/AR 4218 - Dismissal/Suspension/Disciplinary Action

(BP added; AR revised)

New policy contains material formerly in AR pertaining to board actions in disciplinary hearings for classified employees and new material consistent with BP 4118 - Dismissal/Suspension/Disciplinary Action for certificated employees. Policy also reflects **NEW LAW (AB 2234, 2018)** which requires the board to delegate its authority to an administrative law judge in cases involving allegations of egregious misconduct with a minor. Regulation updates and consolidates the causes for disciplinary action. Regulation also adds the requirement to set a timeline by which the employee may request a hearing, which must be not less than five days after serving notice upon the employee. Section on "Compulsory Leave of Absence" expanded to define "mandatory" and "optional" leave of absence offenses and reflect requirements pertaining to extension of the leave and compensation during the leave. Material pertaining to merit system districts moved to BP/AR 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System).

BP/AR 4218.1 - Dismissal/Suspension/Disciplinary Action (Merit System)

(BP/AR added)

New policy and regulation address requirements for disciplinary proceedings for classified employees in merit system districts. BP/AR contain material formerly in AR 4218 - Dismissal/Suspension/Disciplinary Action, and new material consistent with BP/AR 4218 and BP/AR 4118 - Dismissal/Suspension/Disciplinary Action for certificated employees. Policy also reflects **NEW LAW (AB 2234, 2018)** which requires the personnel commission to delegate its authority to an administrative law judge in cases involving allegations of egregious misconduct with a minor.

BP 5123 - Promotion/Acceleration/Retention

(BP revised)

Policy updated to make minor revision reflecting current law pertaining to the requirement to provide remedial instruction to students who are recommended for retention or are identified as being at risk for retention.

BP/AR 5136 - Gangs

(BP/AR revised)

Policy and regulation updated to expand material related to supports and services for students identified as gang members and reflect best practices for gang prevention, intervention, and suppression described in **NEW RESOURCE** from the National Gang Center and in publication from the Los Angeles Police Department.

BP/AR 6142.2 - World Language Instruction

(BP/AR revised)

Policy and regulation retitled to be consistent with terminology used in the Education Code pursuant to **NEW LAW (AB 2319, 2018)**. Policy and regulation updated to reflect **NEW STATE CONTENT STANDARDS** for world language instruction adopted by the State Board of Education in January 2019. Policy also reflects University of California guidance stating that American Sign Language courses may be used to satisfy world language coursework requirements for college admission, and reflects state regulations which require districts to establish a process for receiving and responding to input from parents/guardians and other stakeholders regarding the world language in which instruction will be provided in any program sufficient to produce proficiency in a world language. Regulation also reflects state regulation requiring districts to establish a process for receiving and responding to parent/guardian requests to establish a language acquisition program not currently offered at the school.

POLICY GUIDE SHEET

July 2019

Page 3 of 3

AR 6145.2 - Athletic Competition

(AR revised)

Regulation updated to reflect **NEW LAW (SB 1109, 2018)** which requires districts to annually provide student athletes and their parents/guardians an opioid fact sheet produced by the Centers for Disease Control and Prevention.

BP/AR 6145.6 - International Exchange

(BP/AR revised)

Policy updated to clarify the scope of the policy, separate material pertaining to district students studying in another country and material pertaining to international exchange students studying in district schools, and reflect CSBA Legal Guidance. Policy also addresses student eligibility, information to obtain from the placement organization, and methods that may be used to calculate the total cost of educating an international student for the purpose of determining tuition. Regulation reflects the requirement to provide the placement organization with written acceptance of a student's enrollment, clarifies that a student's enrollment may be for one semester or one year, and adds optional language regarding the provision of a school transcript.

BP/AR 6174 Education for English Learners

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2735, 2018)** which prohibits districts from denying English learners the opportunity to enroll in core curricular courses or courses needed for middle school promotion, high school graduation, or college admission. Policy also adds requirement to annually designate a district and site coordinator to oversee administration of the English Language Proficiency Assessments for California (ELPAC). Regulation reflects **NEW STATE REGULATION (Register 2019, No. 1)** which establishes a timeframe for notifying parents/guardians of their child's ELPAC test results when the results are received from the test contractor after the last day of instruction for the school year.

BP 6179 - Supplemental Instruction

(BP revised)

Policy updated to reflect current law requiring the provision of remedial instruction to students who are recommended for retention or are identified as being at risk for retention. Policy also deletes reference to federal Title I program improvement which is no longer operational, and clarifies that schools identified for comprehensive or targeted school improvement may, but are not required to, offer supplemental instruction.

BB/E 9321 - Closed Session

(BB revised; E(1) and E(2) added)

Bylaw retitled and updated to incorporate material formerly in BB 9321.1 - Closed Session Actions and Reports. Bylaw also adds the requirement to provide final documents approved or adopted during closed session to persons who have submitted a request. Section on "Matters Related to Students" provides that student names should not be included on the agenda or reports of expulsion hearings pursuant to court decision. Section on "Security Matters" reflects the board's authority to meet in closed session with law enforcement officials to develop a tactical response plan. Section on "Real Property Negotiations" reflects Attorney General publication stating the board's authority to approve a final real property agreement in closed session. Section on "Pending Litigation" updates legal cites. Exhibit (1) added to provide examples of agenda descriptions of closed session items. Exhibit (2) added to provide examples of reports of closed session actions that must be made when the board reconvenes in open session following the closed session.

BB 9321.1 - Closed Session Actions and Reports

(BB deleted)

Bylaw deleted and key concepts incorporated in BB 9321 - Closed Session.

MEDIA RELATIONS

The Board of Trustees respects the public's **desire for and** right to information and recognizes that the media significantly influence the community's understanding of school programs, **student achievement, and school safety**. In order to develop and maintain positive media relations, the Board and the Superintendent ~~desire to~~ **shall** reasonably accommodate media requests for information and ~~to~~ provide accurate, reliable, and timely information.

In conjunction with the Superintendent or designee, the Board shall periodically establish priorities and key messages for proactively communicating with the media regarding current district issues, activities, or needs.

(cf. 0400 - Comprehensive Plans)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1160 - Political Processes)

Media representatives are welcome at all **public** Board meetings and shall receive meeting agendas upon request in accordance with Board policy.

(cf. 9321 - Closed Session)

(cf. 9322 - Agenda/Meeting Materials)

Media representatives, like all other visitors, shall register immediately upon entering any school building or grounds when school is in session.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515.2 - Disruptions)

Staff may provide the media with student directory information, ~~including, but not limited to, the name of a student, school of attendance, grade level, honors, and activities,~~ **as identified in AR 5125.1 - Release of Directory Information**, unless the student's parent/guardian has submitted a written request that such information not be disclosed. The district shall not release **other student records or personally identifiable student** information that is private or confidential as required by law, Board policy or administrative regulation. ~~No other access to student records or personally identifiable student information may be provided without written parent/guardian permission.~~

(cf. 1340 - Access to District Records)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 9010 - Public Statements)

~~*(cf. 9321.1 - Closed Session Actions and Reports)*~~

(cf. 9324 - Minutes and Recordings)

MEDIA RELATIONS (continued)

Interviewing and Photographing Students

The district shall not impose restraints on students' right to speak freely with media representatives ~~at those times which do not disrupt a student's educational program.~~ However, **interviewing and photographing** of students ~~may~~ **shall** not create substantial ~~disorder~~ **disruption to the orderly operation of the school** or impinge on the rights of ~~others~~ **or safety of students.** Therefore, ~~in order to minimize possible disruption,~~ **the district shall encourage** media representatives who wish to interview ~~or photograph~~ **or photograph** students at school ~~are strongly encouraged~~ to make prior arrangements with the principal. ~~At their discretion, parents/guardians may instruct their children not to communicate with media representatives.~~

(cf. 5145.2 - Freedom of Speech/Expression)

~~In order to protect the privacy and safety of students, a media representative who wishes to photograph students on school grounds should first make arrangements with the principal or designee.~~

~~When interviewing or photographing a special education student, he/she shall not be identified as a special education student without prior, written parent/guardian permission.~~

Media Contacts/Spokespersons

The Superintendent or designee shall identify the district's and/or site's primary media contact to whom all media inquiries shall be routed. Spokespersons designated to speak to the media on behalf of the district include the Board president, Superintendent, public information officer, or district communications director. Other Board members and/or staff may be asked by the Superintendent or designee to speak to the media on a case-by-case basis, depending on their expertise on an issue or appropriateness given a particular situation.

The Superintendent or designee shall provide training on effective media relations to all designated spokespersons.

(cf. 9240 - Board Training)

Crisis Communications Plan

~~During a disturbance or crisis situation, the first priority of school staff is to assure the safety of students and staff. However, the Board recognizes the need to provide timely and accurate information to parents/guardians and the community during a crisis. The Board also recognizes that the media have an important role to play in relaying this information to the public. In order to help ensure that the media and district work together effectively, the~~

MEDIA RELATIONS (continued)

~~Superintendent or designee shall develop a crisis communications plan to identify communication strategies to be taken in the event of a crisis.~~

~~(cf. 0450 - Comprehensive Safety Plan)~~

~~(cf. 3516 - Emergencies and Disaster Preparedness Plan)~~

~~The crisis communications plan may include but not be limited to identification of a media center location, development of both internal and external notification systems, and strategies for press conference logistics.~~

The Superintendent or designee shall develop strategies for working with the media to provide timely and accurate information to students, parents/guardians, and the community during a crisis or natural disaster. The crisis communications plan may include, but not be limited to, identification of a media center, strategies for press conference logistics, and development and integration of both internal and external notification systems, including public address systems, social media, web site postings, and text alerts.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee shall include local law enforcement, and media representatives, **and district technology personnel** in the crisis planning process.

Legal Reference: (see next page)

MEDIA RELATIONS (continued)

Legal Reference:

EDUCATION CODE

32210-32212 *Willful disturbance of public school or meeting*

35144 *Special meetings*

35145 *Public meetings*

35160 *Authority of governing boards*

35172 *Promotional activities*

48907 *Freedom of speech and press*

48950 *Prohibition against disciplinary action for first amendment speech*

49061 *Definition of directory information*

49073 *Directory information*

EVIDENCE CODE

1070 *Refusal to disclose news source*

PENAL CODE

627-627.10 *Access to school premises*

UNITED STATES CODE, TITLE 20

1232g *Family educational and privacy rights*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.3 *Definition of directory information*

COURT DECISIONS

Lopez v. Tulare Joint Union High School District, (1995) 34 Cal.App.4th 1302

ATTORNEY GENERAL OPINIONS

~~95~~ **79** *Ops.Cal.Atty.Gen.* ~~509~~ **58** (1996)

Management Resources:

CSBA PUBLICATIONS

911: *A Manual for Schools and the Media During a Campus Crisis, 2001*

WEB SITES

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

FOOD SERVICE OPERATIONS/CAFETERIA FUND

The Board of Trustees intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of foods and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 5030 - Student Wellness)

The Superintendent or designee shall ensure that all food services personnel **director(s)** possess the ~~required~~ qualifications **required by 7 CFR 210.30 and California Department of Education (CDE) standards.** ~~and receive ongoing professional development related to the effective management and implementation of the district's food services program in accordance with law.~~

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the ~~California Department of Education (CDE).~~ (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760. **Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.**

(cf. 3553 – Free and Reduced Price Meals)

~~Students who are enrolled in the free or reduced-priced meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. Such students shall not be overtly identified or treated differently from other students.~~

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments. Such procedures shall conform with **BP/AR 3553 – Free and Reduced Price Meals**, 2 CFR 200.426, and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public **pursuant to Education Code 49557.5**.

The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees **or a student who is enrolled in the free or reduced-price meal program** is not overtly identified, **by the use of special tokens, tickets, or other means and is not shamed**, treated differently, or served a meal that differs from the meal served to other students. (Education Code **49557**, 49557.5)

~~Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. Such students shall not be overtly identified or treated differently from other students.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 0415 - Equity)

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 - Federal Grant Funds)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

Procurement of Foods, Equipment and Supplies

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. *Domestic commodity or product* means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception.

Furthermore, the district shall accept a bid or price for an agricultural product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state. (Food and Agriculture Code 58595)

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

service program with federal requirements related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38086.1 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

~~49554 Contract for services~~

49550- 49564.5 Meals for needy students, **especially:**

49550.5 Universal breakfast

49554 Contract for services

49580-49581 Food recovery program

FOOD AND AGRICULTURE CODE

58595 Preference for California-grown agricultural products

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

PUBLIC CONTRACT CODE

2000-2002 Responsive bidders

20111 Contracts

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

200.56 Indirect costs, definition

~~200.318~~ ~~317~~-200.326 Procurement standards

200.400-200.475 Cost principles

200 Appendix VII Indirect cost proposals

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

250.1-250.70 USDA foods

Management Resources: (see next page)

FOOD SERVICE OPERATIONS/CAFETERIA FUND (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Professional Standards in the SNP and New Hiring Flexibility, NSD Management Bulletin, SNP-10-2019, April 2019

Paid Lunch Equity Requirement and Calculation Tool, NSD Management Bulletin, SNP-12-2018, May 2018

Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, and Additional Guidance on the Handling of Unpaid Meal Charges, NSD Management Bulletin, SNP-03-2018, February 2018

Storage and Inventory Management of U.S. Department of Agriculture Foods, NSD Management Bulletin, FDP-01-2018, January 2018

Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, NSD Management Bulletin, SNP-03-2017, April 2017

Procuring and Monitoring of Food Service Management Contracts, NSD Management Bulletin, SNP-13-2015

Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, Management Bulletin USDA SNP 06 2015, May 2015

Cafeteria Funds--Allowable Uses, NSD Management Bulletin NSD-SNP-07-2013, May 2013

~~Paid Lunch Equity Requirement, NSD Management Bulletin USDA SNP 16 2012, October 2012~~

Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, NSD Management Bulletin 00-111, July 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

FAQs About School Meals

Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 38-2017, June 2017

Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, May 2017

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Indirect Costs: Guidance for State Agencies and School Food Authorities, 2011

SP 60-2016, September 2016

~~Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016~~

Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016

~~Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24 2016, February 2016~~

~~Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014~~

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy

adopted: July 15, 2009

revised: June 15, 2011

revised: June 19, 2014

revised: October 5, 2017

revised: September 20, 2018

TULARE JOINT UNION HIGH SCHOOL DISTRICT

Tulare, California

GANGS

~~The Board of Trustees desires to keep district schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Superintendent or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.~~

~~(cf. 5131.4 Student Disturbances)~~

~~(cf. 5131.7 Weapons and Dangerous Instruments)~~

~~The Superintendent or designee shall provide inservice training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.~~

~~The Board realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten.~~

~~To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.~~

~~(cf. 0450 Comprehensive Safety Plan)~~

~~(cf. 5132 Dress and Grooming)~~

~~(cf. 6164.2 Guidance/Counseling Services)~~

The Board of Trustees desires to keep district schools free from the threats or harmful influence of any groups who exhibit behavior disruptive to the school environment and/or the safety and well-being of students. The Board additionally desires to provide support and intervention to students who are members of gangs to enable them to successfully disengage from gang involvement and be successful in school.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.4 - Drug and Alcohol Free Schools)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5137 - Positive School Climate)

The Superintendent or designee shall develop strategies for gang prevention that address the reasons that students may become involved in gangs, including the identity, recognition,

GANGS (continued)

or status achieved as being part of a gang, protection from gang violence in the community, the need for companionship and an extended family, intimidation to join a gang, desire to join a gang to be in a position to intimidate others, and/or connection with criminal activity.

Gang violence prevention shall start as early as possible and include, but not be limited to, age-appropriate education that focuses on developing emotional and social competence, increasing prosocial peer bonds, strengthening attachment and commitment to school, and enhancing cooperative learning skills. Prevention shall also include improving parent/guardian involvement in and support for their children's academic progress, as well as ongoing gang awareness education for parents/guardians, including gang identifiers.

(cf. 5020 - Parent Involvement)

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall take steps to deter gang activity on school campuses, including threats and intimidation of students and staff, recruitment or intimidation of students to join gangs, bullying, fighting, criminal activities, and confrontations between members of different gangs.

(cf. 5131.2 - Bullying)

The Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the principal or designee and the student's parent/guardian.

(cf. 5132 - Dress and Grooming)

The Superintendent or designee shall provide in-service training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources. The Superintendent or designee shall also provide staff development on social and emotional learning, classroom management, interactive teaching, and cooperative learning skills.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

GANGS (continued)

The Superintendent or designee may consider gang activity prevention and intervention when developing programs outside of the school day.

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Preschool/Early Childhood Education)

(cf. 5148.3 - Before/After School Programs)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

The Superintendent or designee shall collaborate with child welfare services, mental health agencies, social services, and local law enforcement authorities in the prevention and intervention of gang activity.

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

Legal Reference:

EDUCATION CODE

32282 School safety plans

35183 Gang-related apparel

41510-41514 School Safety Consolidated Competitive Grant

48907 Student exercise of free expression

51264 Educational inservice training; CDE guidelines

51265 Gang violence and drug and alcohol abuse prevention inservice training

51266-51266.5 Model gang and substance abuse prevention curriculum

PENAL CODE

186.22 Participation in criminal street gang

13826-13826.7 Gang violence suppression

UNITED STATES CODE, TITLE 20

7101-7184 Safe and Drug-Free Schools and Communities Act

Management Resources: (see next page)

GANGS (continued)

Management Resources:

CDE PUBLICATIONS

On Alert: Gang Prevention in School and Inservice Guidelines, January 1994

CSBA PUBLICATIONS

Protecting Our Schools: Board of Trustees Strategies to Combat School Violence, 1995

LOS ANGELES POLICE DEPARTMENT PUBLICATIONS

Why Young People Join Gangs

NATIONAL GANG CENTER PUBLICATIONS

Strategic Planning Tool

Gangs in Schools, March 2019

Parents' Guide to Gangs, July 2015

WEB SITES

California Cities Gang Prevention Network: <http://www.ccgpn.org>

California Department of Education: <https://www.cde.ca.gov/ls/ss/sa>

Gang Resistance Education and Training: <https://www.great-online.org/GREAT-Home>

Los Angeles Police Department, Gangs:

http://www.lapdonline.org/get_informed/content_basic_view/1396

Homeboy Industries: <https://homeboyindustries.org>

National Gang Center: <https://www.nationalgangcenter.gov>

WORLD/FOREIGN LANGUAGE INSTRUCTION

In order to prepare students for global citizenship and to broaden their intercultural understanding and career opportunities, the Board of Trustees shall provide students with opportunities to develop ~~linguistic proficiency~~ **communicative** and cultural **proficiency and** literacy in one or more world languages ~~in addition to English.~~

The Superintendent or designee shall recommend **a variety of** world languages to be taught in the district's educational program based on student interest, community needs, and available resources. ~~He/she shall also consider providing English learners the opportunity to study their heritage language, when such a course is available, in order to continue developing skills in that language. American Sign Language courses shall be open to all students regardless of hearing status.~~

~~(cf. 6174 - Education for English Learners)~~

For any program designed to provide students with instruction in a language other than English to a degree sufficient to produce proficiency in that language, the Superintendent or designee shall establish a process for schools to receive and respond to input from parents/guardians and other stakeholders regarding the non-English language in which instruction will be provided. (5 CCR 11300, 11312)

If American Sign Language courses are offered, they shall be open to all students regardless of hearing status.

The district shall offer a sequential curriculum aligned with the state content standards, state curriculum framework, and, as applicable, California university admission requirements for languages other than English.

~~(cf. 6011 - Academic Standards)~~

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

Instruction in world languages shall be offered to secondary school students beginning no later than grade 7 and shall be designed to develop students' skills in understanding, speaking, reading, and writing the language. (Education Code 51220)

~~(cf. 6143 - Courses of Study)~~

~~Students shall obtain credit toward high school graduation requirements for completion of a one-year course in a world language or American Sign Language during grades 9-12.~~

~~(cf. 5126 - Awards for Achievement)~~

~~(cf. 6146.1 - High School Graduation Requirements)~~

~~(cf. 6146.11 - Alternative Credits Toward Graduation)~~

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

The district may establish a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. (Education Code 305-306)

The Board shall ensure that students have access to high-quality instructional materials in world languages. In accordance with Board policy, teachers shall be encouraged to identify and use supplemental resources, such as literature, technology, newspapers and other media, dictionaries, and volunteers from the community to enhance the world language instructional program.

(cf. 1240 - Volunteer Assistance)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1- Library Media Centers)

The Superintendent or designee shall provide professional development as necessary to ensure that teachers of world languages have the knowledge and skills they need to implement an effective instructional program that helps students attain academic standards, **including communicative and cultural proficiency and understanding.**

(cf. 4131 - Staff Development)

Students shall obtain credit toward high school graduation requirements for completing one year of a world language or American Sign Language course during grades 9-12.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

The district shall determine appropriate measures to assess student proficiency in world languages offered by district schools. Students who have attained a high level of proficiency may receive recognition for their achievement, including the State Seal of Biliteracy for students graduating from high school.

(cf. 5126 - Awards for Achievement)

The Superintendent or designee shall provide periodic reports to the Board regarding the effectiveness of the district's world language program which may include, but not be limited to, **whether the district's world language program is serving the grade levels required by law,** a description of the district's curriculum and the extent to which it is aligned with the state's content standards and curriculum framework, student achievement of district standards for world language instruction, and student participation rates in each language course. Program evaluation shall be used to identify needed improvements and may be considered in determining the world languages to be taught in the district.

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

300-310 Education for English learners

42238.02 Local control funding formula; class size requirements

44253.1-44253.11 Qualifications of teachers of English learners

44256-44257 Credential requirements, including teachers of ~~foreign~~ **world** language

48980 Parental notifications

51212 Legislative intent to encourage ~~foreign~~ **world** language instruction in grades 1-6

51220 Courses of study, grades 7-12

51225.3 High school graduation requirements

51243-51245 Alternative credits toward graduation for ~~foreign~~ **world** language instruction in private school

60119 Public hearings, instructional materials

60605.3 Content standards for world language instruction

60605.5 Revision of state standards for world language instruction

CODE OF REGULATIONS, TITLE 5

1632 Alternative credits toward graduation for foreign language instruction in private school

11300-11316 Multilingual and English learner education

Management Resources: (see next page)

WORLD/FOREIGN LANGUAGE INSTRUCTION (continued)

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION CSBA PUBLICATIONS

Proposition 58 Regulations, Fact Sheet, August 2018

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Two-Way Language Immersion Program Multilingual FAQ

World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve

California Spanish Assessment Fact Sheet, March 2019

World Languages Content Standards for California Public Schools, Kindergarten Through Grade Twelve, adopted January 7, 2009-2019

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2017

Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003

CENTER FOR APPLIED LINGUISTICS PUBLICATIONS

Guiding Principles for Dual Language Education, Second Edition, 2007

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

CL-622 Serving English Learners

NATIONAL EDUCATION ASSOCIATION PUBLICATIONS

21st Century Skills Map: World Languages, January 2011

UNIVERSITY OF CALIFORNIA PUBLICATIONS

A-G Policy Resource Guide

WEB SITES

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

American Council on the Teaching of Foreign Languages: <http://www.actfl.org>

California Association for Bilingual Education: <http://www.gocabe.org>

California Department of Education, Foreign World Languages: <http://www.cde.ca.gov/ci/fl>

California Language Teacher's Association: <http://www.clta.net>

California Foreign World Language Project: <http://www.stanford.edu/group/CFLP>

California Language Teachers' Association: <http://www.elta.net>

Center for Applied Linguistics: <http://www.cal.org>

National Education Association, Partnership for 21st Century Skills:

<http://www.nea.org/home/34888.htm>

University of California, a-g Course Approval **A-G Policy Resource Guide:**

<http://www.ucop.edu/agguide>

Policy

adopted: July 15, 2009

revised: September 22, 2017

TULARE JOINT UNION HIGH SCHOOL DISTRICT

Tulare, California

INTERNATIONAL EXCHANGE

~~The Board of Trustees recognizes that personal contact between students of different countries and cultures promotes global awareness and international understanding. To that end, the Board welcomes the enrollment of international exchange students and further encourages district students to take any opportunities that they may have to participate in such programs and study in another country.~~

~~With Board approval, a district school may establish a sister school relationship with a school in another country.~~

International Student Exchange Programs

~~To enroll in a district school, an international exchange student must be participating in an exchange program registered with the California Attorney General's Office, designated by the U.S. Department of State and accepted for listing on the Council for Standards for International Educational Travel's Advisory List.~~

~~When necessary because of overcrowding within district schools or limited district resources, the Superintendent or designee may limit the number of international exchange students to be accepted at any district high school during any school year.~~

~~The district shall not incur any financial obligations when sending and/or receiving international exchange students. Program sponsors shall provide assurance of their responsibility for health/accident/liability insurance, the student's home placement, and the resolution of any related personal difficulties which may arise.~~

The Board of Trustees recognizes the value of interactions between students of different countries and cultures in promoting global awareness and international understanding in an increasingly globalized and interconnected world. The Board welcomes the enrollment of international exchange students in district schools and encourages district students to take advantage of opportunities that they may have to participate in such programs and study in another country.

With Board approval, a district school may establish a sister-school relationship with a school in another country.

District Students Studying in Another Country

School counselors may provide information regarding international exchange programs and academic counseling to district students who wish to study in a foreign country. Such counseling shall include a review of the student's completed coursework, academic achievement, and personal goals, and shall advise the student regarding requirements that the student must meet during attendance in the foreign school in order to maintain progress toward meeting district graduation requirements.

INTERNATIONAL EXCHANGE (continued)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6164.2 - Guidance/Counseling Services)

Credit for courses successfully completed in the foreign country shall be granted in accordance with Board policy and administrative regulation.

(cf. 6146.11 - Alternative Credits Toward Graduation)

International Exchange Students in District Schools

Before enrolling an international exchange student in a district school, the Superintendent or designee shall request proof that the student is participating in an International Student Exchange Placement Organization (ISEPO) program registered with the California Attorney General's Office.

The Superintendent or designee shall obtain from the ISEPO a description of the services to be performed by the ISEPO for the student, host family, and the district; telephone numbers that the student, host family, or district may contact for assistance; and a summary of the student's complete prior academic coursework completed. (Government Code 12628; 22 CFR 62.25)

The district may require additional documents which may include, but are not limited to, evidence that the student has health and accident insurance from the time of departure from home to the time the student returns to the home country. (11 CCR 360; 22 CFR 62.25)

The Superintendent or designee shall establish district criteria for issuing regular or honorary diplomas to international exchange students. The principal or designee shall refer to these criteria when assisting international exchange students in selecting classes and cocurricular activities based on the student's individual qualifications, needs, and interests.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.3 - Reciprocity of Academic Credit)

~~District staff shall provide relevant counseling to district students who wish to study in a foreign country. District credit for courses successfully completed in the foreign country shall be granted in accordance with Board policy and administrative regulation.~~

~~*(cf. 6146.11 - Alternative Credits Toward Graduation)*~~

Legal Reference:

~~EDUCATION CODE~~

~~35160 Authority of governing boards~~

INTERNATIONAL EXCHANGE (continued)

- *35160.1 Broad authority of school districts*
- *51225.5 Honorary diplomas; foreign exchange students*
- GOVERNMENT CODE
- *12620-12630 International Student Exchange Visitor Placement Organizations*
- CODE OF FEDERAL REGULATIONS, TITLE 22
- *62.25 Secondary school students, exchange visitor program*

Management Resources:

- WEB SITES
- *California Attorney General's Office: <http://www.caag.state.ca.us>*
- *California Interscholastic Federation: <http://www.cifstate.org>*
- *Council on Standards for International Educational Travel: <http://www.csiet.org>*
- *U.S. Department of State, Bureau of Educational and Cultural Affairs: <http://exchanges.state.gov>*
- *U.S. Immigration and Customs Enforcement: <http://www.ice.gov>*

Legal Reference:

EDUCATION CODE

- 35160 Authority of governing boards*
- 35160.1 Broad authority of school districts*
- 35185 Miscellaneous administrative authority*
- 48052 Nonresidents*
- 48204.4 Evidence of residency for school enrollment*
- 51225.5 Honorary diplomas; foreign exchange students*

GOVERNMENT CODE

- 12620-12630 International Student Exchange Visitor Placement Organizations*
- 87100 General prohibition, conflict of interest*

CALIFORNIA CODE OF REGULATIONS, TITLE 11

- 350-384 California Uniform Supervision of International Student Exchange Visitor Placement Organizations*

CODE OF FEDERAL REGULATIONS, TITLE 8

- 214.2 Students in academic high schools*

CODE OF FEDERAL REGULATIONS, TITLE 22

- 62.25 Secondary school students, exchange visitor program*

Management Resources:

CSBA PUBLICATIONS

- Legal Guidance Regarding International Student Exchange Placement Organizations, 2014*

WEB SITES

- CSBA: <http://www.csba.org>*
- California Interscholastic Federation: <http://www.cifstate.org>*
- California Office of the Attorney General, ISEPO: <https://oag.ca.gov/exchangestudents>*
- Council on Standards for International Educational Travel: <http://www.csiet.org>*
- U.S. Department of State, Bureau of Educational and Cultural Affairs: <http://exchanges.state.gov>*
- U.S. Department of State, Exchange Visitor Program: <http://j1visa.state.gov/programs/secondary-school-student>*
- U.S. Immigration and Customs Enforcement: <http://www.ice.gov>*

EDUCATION FOR ENGLISH LEARNERS

The Board of Trustees intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6171 - Title I Programs)

No middle or high school student who is an English learner shall be denied enrollment in any of the following: (Education Code 60811.8)

- 1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required to meet state and local high school graduation requirements, or courses required for middle school grade promotion**

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

- 2. A full course load of courses specified in item #1 above**

- 3. Other courses that meet the "a-g" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner**

(cf. 0415 - Equity)

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

EDUCATION FOR ENGLISH LEARNERS (continued)

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

The Superintendent or designee shall encourage parent/guardian and community involvement in the development, and evaluation of programs for English learners. **The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.**

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

~~English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards. The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide students with access to the full educational program.~~

~~*(cf. 6011 - Academic Standards)*~~
~~*(cf. 6141 - Curriculum Development and Evaluation)*~~
~~*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*~~
~~*(cf. 6161.11 - Supplementary Instructional Materials)*~~
~~*(cf. 6171 - Title I Programs)*~~

Staff Qualifications and Training

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

EDUCATION FOR ENGLISH LEARNERS (continued)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

~~To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.~~

Identification and Assessment

The Superintendent or designee shall maintain procedures which provide for the early identification of English learners and an assessment of their proficiency ~~and needs in the areas of listening, speaking, reading, and writing in English.~~ **using the state's English Language Proficiency Assessments for California (ELPAC).** To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.

Once identified as an English learner, a student shall be annually assessed for language proficiency until ~~he/she~~ **the student** is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)

(cf. 6152.51 - State Academic Achievement Tests)

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs

EDUCATION FOR ENGLISH LEARNERS (continued)

The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)

At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

- 1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding**

(cf. 6142.2 - World Language Instruction)

- 2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards**

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. ~~He/she~~ **The Superintendent or designee** shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)

EDUCATION FOR ENGLISH LEARNERS (continued)

(cf. 5145.6 - Parental Notifications)

Whenever a student is identified as an English learner based on the results of the ELPAC, the student's pParents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification

When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
6. Progress toward any other goals for English learners identified in the district's LCAP
7. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

EDUCATION FOR ENGLISH LEARNERS (continued)

The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education, especially:
 305-310 Language acquisition programs
 313-313.5 Assessment of English proficiency
 430-446 English Learner and Immigrant Pupil Federal Conformity Act
 33050 State Board of Education waiver authority
 42238.02-42238.03 Local control funding formula
 44253.1-44253.11 Qualifications for teaching English learners
 48980 Parental notifications
 48985 Notices to parents in language other than English
 52052 Numerically significant student subgroups
 52060-52077 Local control and accountability plan
 52160-52178 Bilingual Bicultural Act
 56305 CDE manual on English learners with disabilities
 60640 California Assessment of Student Performance and Progress
60811-60812 Assessment of English language development
 60810-60812 Assessment of language development
 62002.5 Continuation of advisory committee after program sunsets

CODE OF REGULATIONS, TITLE 5

854.1-854.3 CAASPP and universal tools, designated supports, and accommodations
 854.9 CASSPP and unlisted resources for students with disabilities
 11300-11316 English learner education
~~11510-11517.5 California English Language Development Test~~
 11517.6-11519.5 English Language Proficiency Assessments for California

UNITED STATES CODE, TITLE 20

1412 Individuals with Disabilities Education Act; state eligibility
 1701-1705 Equal Educational Opportunities Act
 6311 Title I state plan
 6312 Title I local education agency plans
 6801- 7014 Title III, Language instruction for English learners and immigrant students
 7801 Definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Discrimination prohibited
 200.16 Assessment of English learners

COURT DECISIONS

Valeria . O. v. Davis, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al., (1989) 724 F.Supp. 698

ATTORNEY GENERAL OPINIONS

83 *Ops.Cal.Atty.Gen.* 40 (2000)

Management Resources: (see next page)

EDUCATION FOR ENGLISH LEARNERS (continued)

Management Resources:

CSBA PUBLICATIONS

English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018

English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Practitioners' Guide for Educating English Learners with Disabilities, 2019

California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018

Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017

Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

Management Resources continued: (see next page)

EDUCATION FOR ENGLISH LEARNERS (continued)

Management Resources: (continued)

THE EDUCATION TRUST- WEST PUBLICATIONS

Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018

Unlocking Learning: Science as a Lever for English Learner Equity, January 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

WEB SITES

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

California Association for Bilingual Education: <http://www.gocabe.org>

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

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

The Education Trust-West: <https://west.edtrust.org>

U.S. Department of Education: <http://www.ed.gov>

Policy
adopted: July 15, 2009
revised: September 5, 2013
revised: August 20, 2015
revised: September 22, 2017
revised: January 17, 2019

TULARE JOINT UNION HIGH SCHOOL DISTRICT
Tulare, California

SUPPLEMENTAL INSTRUCTION

The Board of Trustees recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. The district shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist the district in meeting its goals for student achievement.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6164.5 - Student Success Teams)

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

(cf. 5148.2 - Before/After School Programs)
(cf. 6111 - School Calendar)
(cf. 6112 - School Day)
(6142.7- Physical Education and Activity)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer Learning Programs)

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

(cf. 1020 - Youth Services)

When determined to be necessary by the principal or designee **and when written parent/guardian consent is obtained for the student's participation**, a student may be required to participate in supplemental instruction outside the regular school day. ~~In such cases, written parent/guardian consent shall be obtained for the student's participation.~~

Supplemental instruction shall be offered to students ~~in grades 2-9 who have been retained or~~ **are recommended for retention, or are identified as being at risk for retention**, at their current grade level. (Education Code ~~37252.2~~, 48070.5)

(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6162.51 - State Academic Achievement Tests)

SUPPLEMENTAL INSTRUCTION (continued)

~~The district shall offer alternative supports designed to increase the academic achievement of socioeconomically disadvantaged students attending schools identified by the California Department of Education for program improvement for two or more consecutive years.~~

~~(cf. 0520.2 - Title I Program Improvement Schools)~~

~~(cf. 0520.3 - Title I Program Improvement Districts)~~

In addition, supplemental instruction may be offered to:

- ~~1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators~~

~~(cf. 5121 - Grades/Evaluation of Student Achievement)~~

~~(cf. 6162.51 - State Academic Achievement Tests)~~

- ~~2.~~**1.** Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards

~~(cf. 6142.6 - Visual and Performing Arts Education)~~

~~(cf. 6142.7 - Physical Education and Activity)~~

~~(cf. 6142.91 - Reading/Language Arts Instruction)~~

~~(cf. 6142.92 - Mathematics Instruction)~~

~~(cf. 6142.93 - Science Instruction)~~

~~(cf. 6142.94 - History-Social Science Instruction)~~

- ~~3.~~**2.** High school students who need support to successfully complete courses required for graduation

Legal Reference: (see next page)

SUPPLEMENTAL INSTRUCTION (continued)

Legal Reference:

EDUCATION CODE

37200-37202 School calendar

37223 Weekend classes

~~37252-37254.1 Supplemental instruction, summer school~~

42238.01-~~42238.07~~ **42238.5** Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

48985 Translation of notices

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

60603 Definitions, core curriculum areas

60640-60649 California Assessment of Student Performance and Progress

60850-60859 High school exit examination, especially:

60851.5 Suspension of high school exit examination

CODE OF REGULATIONS, TITLE 5

11470-11472 Summer school

UNITED STATES CODE, TITLE 20

6311 State plan

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016~~

WEB SITES

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

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

U.S. Department of Education: <http://www.ed.gov>

Policy
adopted: July 15, 2009
revised: June 19, 2014
revised: March 17, 2016
revised: January 19, 2017

TULARE JOINT UNION HIGH SCHOOL DISTRICT
Tulare, California

CLOSED SESSION PURPOSES AND AGENDAS

The Board of Trustees is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall hold ~~a~~ closed sessions **during a regular, special, or emergency meeting** only for purposes authorized by law. ~~A closed session may be held during a regular, special, or emergency meeting in accordance with law.~~

Each agenda shall contain a general description of each closed session item to be discussed at the meeting, as required by law **and specified below**. (Government Code 54954.2)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

In the open session preceding the closed session ~~The Board shall disclose in open session the items to be discussed in closed session. In the closed session, the Board may consider only those matters covered in its statement. After the closed session, the Board shall reconvene in open session before adjourning the meeting, and, when applicable, shall disclose any action taken in the closed session, in the manner prescribed by Government Code 54957.1.~~ **(Government Code 54957.7)**

After the closed session, the Board shall reconvene in open session before adjourning the meeting and when applicable, shall publicly disclose any action taken in the closed session, the votes or abstentions thereon, and other disclosures specified below that are applicable to the matter being addressed. Such reports may be made in writing or orally at the location announced in the agenda for the closed session. (Education Code 32281; Government Code 54957.1, 54957.7)

(cf. 9321.1 - Closed Session Actions and Reports)

When an action taken during a closed session involves final approval or adoption of a document such as a contract or settlement agreement, the Superintendent or designee shall provide a copy of the document to any person present at the conclusion of the closed session who submitted a written request. If the action taken results in one or more substantive amendments, the Superintendent or designee shall make the document available the next business day or when the necessary retyping is completed. Whenever copies of an approved agreement will not be immediately released due to an amendment, the Board president shall orally summarize the substance of the amendment for those present at the end of the closed session. (Government Code 54957.1)

Confidentiality

~~The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)~~

CLOSED SESSION PURPOSES AND AGENDAS (continued)

(cf. 1340 - Access to District Records)

A Board member shall not disclose confidential information received in a closed session unless the Board authorizes the disclosure of that information. (Government Code 54963)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

The Board shall not disclose any information that is protected by state or federal law. In addition, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

(cf. 1340 - Access to District Records)

Personnel Matters

The Board may hold a closed session under the "personnel exception" to consider the appointment, employment, **performance** evaluation of ~~performance~~, discipline, or dismissal of an employee. Such a closed session shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4215 - Evaluation/Supervision)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4315 - Evaluation/Supervision)

The Board may also hold a closed session to hear complaints or charges brought against an employee by another person or employee, unless the employee **who is the subject of the complaint** requests an open session. Before the Board holds a closed session on specific complaints or charges brought against an employee, the employee shall receive written notice of ~~his/her~~ **the** right to have the complaints or charges heard in open session if desired. This notice shall be delivered personally or by mail at least 24 hours before the time of the session. (Government Code 54957)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

The Board may hold a closed session to discuss ~~a district~~ **an** employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Agenda items related to district employee appointments and employment shall describe the position to be filled. Agenda items related to performance evaluations shall specify the title of the employee being reviewed. Agenda items related to employee discipline, dismissal or release require no additional information. (Government Code 54954.5)

After the closed session, the Board shall report any action taken to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a district employee and shall identify the title of the affected position. The report shall be given at the public meeting during which the closed session is held, except that the report of a dismissal or nonrenewal of an employment contract shall be deferred until the first public meeting after administrative remedies, if any, have been exhausted. (Government Code 54957.1)

(cf. 4117.7/4317.7 - Employment Status Reports)

Negotiations/Collective Bargaining

Unless otherwise agreed upon by the parties involved, the following shall not be subject to the **open meeting requirements of** Brown Act: (Government Code 3549.1)

1. Any meeting and negotiating discussion between the district and a recognized or certified employee organization
2. Any meeting of a mediator with either party or both parties to the meeting and negotiating process
3. Any hearing, meeting or investigation conducted by a factfinder or arbitrator
4. Any executive (closed) session of the district or between the district and its designated representative for the purpose of discussing its position regarding any matter within the scope of representation and instructing its designated representatives

(cf. 4140/4240/4340 - Bargaining Units)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

The Board may meet in closed session, **prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees**, to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, **and, for represented employees, any other matter within the statutorily provided scope of representation**. Prior to the closed session, the Board shall identify its designated representative in open session. Any closed session held for this purpose may include discussions of the district's available funds and funding priorities, but only insofar

CLOSED SESSION PURPOSES AND AGENDAS (continued)

as they relate to providing instructions to the Board's designated representative. **Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session.** (Government Code 54957.6)

(cf. 2121 - Superintendent's Contract)

~~Closed sessions may take place prior to and during consultations and discussions with representatives of employee organizations and unrepresented employees. For unrepresented employees, closed sessions held pursuant to Government Code 54957.6 shall not include final action on the proposed compensation of one or more unrepresented employees. (Government Code 54957.6)~~

~~For represented employees, the Board may also meet in closed session to hear any other matter within the statutorily provided scope of representation. (Government Code 54957.6)~~

The Board also may meet in closed session with a state conciliator ~~or a mediator~~ who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Agenda items related to negotiations shall specify the name(s) of the district's designated representative(s) attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the organization representing the employee(s) or the position title of the unrepresented employee who is the subject of the negotiations. (Government Code 54954.5)

Approval of an agreement regarding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be reported after the agreement is final and has been accepted or ratified by the other party. This report shall identify the item approved and the other party or parties to the negotiation. (Government Code 54957.1)

Matters Related to Students

~~The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)~~

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

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

CLOSED SESSION PURPOSES AND AGENDAS (continued)

If a public hearing would lead to the disclosure of confidential student information, the Board shall meet in closed session to consider a suspension, disciplinary action, any other action against a student except expulsion, or a challenge to a student record. If a written request for open session is received from the parent/guardian or adult student, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any student other than the student requesting the public meeting shall be in closed session. (Education Code 35146, 48912, 49070)

(cf. 5117 - Interdistrict Attendance)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125.3 - Challenging Student Records)

(cf. 5144 - Discipline)

~~The Board shall meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for open session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. (Education Code 35146, 48912, 49070)~~

The Board shall meet in closed session to consider the expulsion of a student, unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board may meet in closed session for the purpose of deliberating and determining whether the student should be expelled. (Education Code 48918)

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

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

~~*(cf. 5117 - Interdistrict Attendance)*~~

~~*(cf. 5119 - Students Expelled from Other Districts)*~~

~~*(cf. 5125.3 - Challenging Student Records)*~~

~~*(cf. 5144 - Discipline)*~~

Agenda items related to student matters shall briefly describe the reason for the closed session, such as "student expulsion hearing" or "grade change appeal," without violating the confidentiality rights of individual students. The student shall not be named on the agenda, but a number may be assigned to the student in order to facilitate record keeping. The agenda shall also state that the Education Code requires closed sessions in these cases in order to prevent the disclosure of confidential student record information.

Final action on a student matter deliberated in closed session shall be taken in open session and shall be a matter of public record. (Education Code 35146, 48918)

(cf. 5125 - Student Records)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

However, in taking final action, the Board shall not release any information in violation of student privacy rights provided in 20 USC 1232g or other applicable laws. In an expulsion or other disciplinary action, the cause for the disciplinary action shall be disclosed in open session, but the Board shall refer to the student number or other identifier and shall not disclose the student's name.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, district attorney, district legal counsel, sheriff or chief of police, or their respective deputies, or a security consultant or a security operations manager, on matters posing a threat to the security of public buildings; to the security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service; or to the public's right of access to public services or public facilities. **Such discussions may be held in closed session during an emergency meeting called pursuant to Government Code 54956.5 if agreed to by a two-thirds vote of the Board members present, or, if less than two-thirds of the members are present, by a unanimous vote of the members present.** (Government Code 54956.5, 54957)

*(cf. 0450 - Comprehensive Safety Plan
 (cf. 3515 - Campus Security)
 (cf. 3516 - Emergencies and Disaster Preparedness Plan)
 (cf. 9323.2 - Actions by the Board)*

~~The Board may meet in closed session during an emergency meeting held pursuant to Government Code 54956.5 to meet with law enforcement officials for the emergency purposes specified in Government Code 54957 if agreed to by a two-thirds vote of the Board members present. If less than two-thirds of the members are present, then the Board must agree by a unanimous vote of the members present. (Government Code 54956.5)~~

Agenda items related to **these** security matters shall specify the name of the law enforcement agency and the title of the officer, or name of applicable agency representative and title, with whom the Board will consult. (Government Code 54954.5)

The Board may meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. Following the closed session, the Board shall report any action taken to approve the plan, but need not disclose the district's plan for tactical responses. (Education Code 32281)

Conference with Real Property Negotiators

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Before holding the closed session, the Board shall hold an open and public session to identify its negotiator(s), ~~and the property under negotiation, and to specify the person(s) with whom the negotiator may negotiate.~~ **For purposes of real property transactions, negotiators may include members of the Board.** (Government Code 54956.8)

~~For purposes of real property transactions, negotiators may include members of the Board. (Government Code 54956.8)~~

Agenda items related to real property negotiations shall specify the district negotiator attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session. The agenda shall also specify the name of the negotiating parties and the street address of the real property under negotiation. If there is no street address, the agenda item shall specify the parcel number or another unique reference of the property. The agenda item shall also specify whether instruction to the negotiator will concern price, terms of payment, or both. (Government Code 54954.5)

When the Board approves a final agreement concluding real estate negotiations pursuant to Government Code 54956.8, it shall report that approval and the substance of the agreement in open session at the public meeting during which the closed session is held. If final approval rests with the other party to the negotiations, the Superintendent or designee shall disclose the fact of that approval and the substance of the agreement upon inquiry by any person, as soon as the other party or its agent has informed the district of its approval. (Government Code 54957.1)

Pending Litigation

Based on the advice of its legal counsel, the Board may hold a closed session to confer with or receive advice from its legal counsel regarding a pending litigation when a discussion of the matter in open session would prejudice the district's position in the litigation. For this purpose, "litigation" means any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered "pending" in any of the following circumstances: (Government Code 54956.9)

1. Litigation to which the district is a "party" has been initiated formally. (Government Code 54956.9~~(a)~~ **(d)(1)**)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

2. A point has been reached where, in the Board's opinion based on the advice of its legal counsel regarding the "existing facts and circumstances", there is a "significant exposure to litigation" against the district, or the Board is meeting solely to determine whether, based on existing facts or circumstances, a closed session is authorized. (Government Code 54956.9~~(b)~~) **(d)(2), (3)**

Existing facts and circumstances for these purposes are limited to the following: (Government Code 54956.9)

- a. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s) and which do not need to be disclosed.
- b. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence which might result in litigation against the district, which are already known to potential plaintiff(s) and which must be publicly disclosed before the closed session or specified on the agenda.
- c. The receipt of a claim pursuant to the **Government** Claims Act or a written threat of litigation from a potential plaintiff. The claim or written communication must be available for public inspection.

(cf. 3320 - Claims and Actions Against the District)

- d. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board.
 - e. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting and the record is available for public inspection. Such record does not need to identify an alleged victim of tortious sexual conduct or anyone making a threat **of litigation** on his/her **the victim's** behalf or identify an employee who is the alleged perpetrator of any unlawful or tortious conduct, unless the identity of this person has been publicly disclosed.
3. Based on existing facts and circumstances, the Board has decided to initiate or is deciding whether to initiate litigation. (Government Code 54956.9~~(e)~~) **(d)(4)**

Before holding a closed session pursuant to the pending litigation, the Board shall state on the agenda or publicly announce the subdivision of Government Code 54956.9 under which the closed session is being held. If authority is based on Government Code 54956.9~~(a)~~ **(d)(1)**, the Board shall either state the title or specifically identify the litigation to be discussed or state

CLOSED SESSION PURPOSES AND AGENDAS (continued)

that doing so would jeopardize the district's ability to effectuate service of process upon unserved parties or to conclude existing settlement negotiations to its advantage. (Government Code 54956.9)

Agenda items related to pending litigation shall be described as a conference with legal counsel regarding "existing litigation" or "anticipated litigation." (Government Code 54954.5)

"Existing litigation" items shall identify the name of the case specified by either the claimant's name, names of parties or case or claim number, unless the Board states that to identify the case would jeopardize service of process or existing settlement negotiations. (Government Code 54954.5)

"Anticipated litigation" items shall state that there is significant exposure to litigation pursuant to Government Code 54956.9(b) **(d)(2) or (3)** and shall specify the potential number of cases. When the district expects to initiate a suit, items related to anticipated litigation shall state that the discussion relates to the initiation of litigation pursuant to Government Code 54956.9(e) **(d)(4)** and shall specify the potential number of cases. The agenda or an oral statement before the closed session may be required to provide additional information regarding existing facts and circumstances described in item #2 b-e above. (Government Code 54954.5)

Following the closed session, the Board shall publicly report, as applicable: (Government Code 54957.1)

- 1. Approval to legal counsel to defend, appeal or not appeal, or otherwise appear in litigation. This report shall identify the adverse parties, if known, and the substance of the litigation.**
- 2. Approval to legal counsel to initiate or intervene in a lawsuit. This report shall state that directions to initiate or intervene in the action have been given and that the action, defendants, and other details will be disclosed to inquiring parties after the lawsuit is commenced unless doing so would jeopardize the district's ability to serve process on unserved parties or its ability to conclude existing settlement negotiations to its advantage.**
- 3. Acceptance of a signed offer from the other party or parties which finalizes the settlement of pending litigation. This report shall state the substance of the agreement.**

If approval is given to legal counsel to settle pending litigation but final approval rests with the other party or with the court, the district shall report the fact of approval and the substance of the agreement thereon to persons who inquire once the settlement is final. (Government Code 54957.1)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Joint Powers Agency Issues

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Closed session agenda items related to liability claims shall specify the claimant's name and the name of the agency against which the claim is made. (Government Code 54954.5)

(cf. 3530 - Risk Management/Insurance)

Following the closed session, the Board shall publicly report the disposition of joint powers agency or self-insurance claims, including the name of the claimant(s), the name of the agency claimed against, the substance of the claim, and the monetary settlement agreed upon by the claimant. (Government Code 54957.1)

When the board of the JPA has so authorized and upon advice of district legal counsel, the Board may **also** meet in closed session in order to receive, discuss, and take action concerning information obtained in a closed session of the JPA **that has direct financial or liability implications for the district**. During the Board's closed session, a Board member serving on the JPA board may disclose confidential information acquired during a closed session of the JPA to fellow Board members. (Government Code 54956.96)

~~The Board member may also disclose the confidential JPA information to district legal counsel in order to obtain advice on whether the matter has direct financial or liability implications for the district. (Government Code 54956.96)~~

Closed session agenda items related to conferences involving a JPA shall specify **the name of the JPA**, closed session description used by the JPA, and the name of the Board member representing the district on the JPA board. Additional information listing the names of agencies or titles of representatives attending the closed session as consultants or other representatives shall also be included. (Government Code 54954.5)

Review of Audit Report from California State Auditor's Office

Upon receipt of a confidential final draft audit report from the California State Auditor's Office, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report must be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

~~CLOSED SESSION PURPOSES AND AGENDAS~~ (continued)

Closed session agenda items related to an audit by the California State Auditor's Office shall state "Audit by California State Auditor's Office." (Government Code 54954.5)

Following the closed session, the Board shall publicly confirm that the report was reviewed and a response was prepared.

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

Agenda items related to the review of student assessment instruments shall state that the Board is reviewing the contents of an assessment instrument approved or adopted for the statewide testing program and that Education Code 60617 authorizes a closed session for this purpose in order to maintain the confidentiality of the assessment under review.

Following the closed session, the Board shall confirm that the assessment instruments were reviewed. Any actions related to the review shall be taken in open session without revealing any proprietary or confidential information and shall be a matter of public record.

Legal Reference: (see next page)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Legal Reference:

EDUCATION CODE

32281 School safety plans

35145 Public meetings

35146 Closed session (~~re student suspension~~) **for student suspension or disciplinary action**

44929.21 Districts with ADA of 250 or more

48912 Governing board suspension **of student**

48918 Rules governing expulsion procedures; hearings and notice

49070 Challenging content of students records

~~60617 Meetings of governing board~~

49073-49079 Privacy of student records

60617 Closed session (re review of contents of statewide assessment)

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

6252-6270 California Public Records Act

54950-54963 The Ralph M. Brown Act

CALIFORNIA CONSTITUTION

Article I, Section 3 Public right to access information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.8 Family Educational Rights and Privacy

COURT DECISIONS

Moreno v. City of King, (2005) 127 Cal.App.4th 17

Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners, (2003) 107

Cal.App.4th 860

Rim of the World Unified School District v. San Bernardino County Superior Court, (2002) 104

Cal.App.4th 1393

Bell v. Vista Unified School District, (2004) (2000) 82 Cal.App. 4th 672

Fischer v. Los Angeles Unified School District, (1999) 70 Cal.App. 4th 87

Kleitman v. Superior Court of Santa Clara County, (1999) 87 Cal Rptr. 2d

CODE OF FEDERAL REGULATIONS, TITLE 34

Furtado v. Sierra Community College District (1998) 68 Cal.App. 4th 876

Roberts v. City of Palmdale, (1993) 5 Cal.App. 4th 363

Sacramento Newspaper Guild v. Sacramento County Board of Supervisors, (1968) 263 Cal.App. 2d 41

San Diego Union v. City Council, (1983) 146 Cal.App.3d 947

ATTORNEY GENERAL OPINIONS

94 Ops.Cal.Atty.Gen. 82 (2011)

89 Ops.Cal.Atty.Gen. 110 (2006)

86 Ops.Cal.Atty.Gen. 210 (2003)

78 Ops.Cal.Atty.Gen. 218 (1995)

59 Ops.Cal.Atty.Gen. 532 (1976)

57 Ops.Cal.Atty.Gen. 209 (1974)

Management Resources: (see next page)

CLOSED SESSION PURPOSES AND AGENDAS (continued)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 2009-rev. 2014

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies.

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, rev. July 2010

WEB SITES

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

California **Office of the** Attorney General's ~~Office~~: <http://www.oag.ca.gov>

League of California Cities: <http://www.cacities.org>

Bylaw
adopted: July 15, 2009
revised: January 24, 2013
revised: June 11, 2015

TULARE JOINT UNION HIGH SCHOOL DISTRICT
Tulare, California

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

RECEIVE: District's Response to the Letter to Management for the Year Ending June 30, 2019

Background: Required by the Office of the State Controller's Standards and Procedures for Audits of California K-12 Local Educational Agencies, the Letter to Management provides recommendations and/or suggestions for items that were identified during the course of the audit that are not significant enough to be included as audit findings but warranted communication to management to help improve internal controls and/or accounting policies and procedures.

Current Considerations: M. Green & Company has performed an audit of the books and accounts for our District for the fiscal year ending June 30, 2019. The audit report, including the Letter to Management (page 88), was reviewed by the representative from M. Green and Company at the January 16, 2020 meeting and approved by the Board. The following is the District's response to the 2018-2019 Letter to Management, which addressed Other Postemployment Benefits, Excess of Expenditures Over Appropriations, and the status of any prior year issues.

Comment: A new actuarial valuation for Other Postemployment Benefits must be completed every two years in accordance with GASB Statement No. 75. We recommend the District contact their actuary and obtain a new actuarial valuation for the 2019-2020 fiscal year to be in compliance with GASB Statement No. 75.

Response: *At the January 16, 2020 meeting, the Board approved a contract between Tulare Joint Union High School District and Pacific Crest Actuaries, LLC to perform a new actuarial valuation for the 2019-2020 fiscal year. The actuarial valuation will be presented to the Board for approval by May 2020.*

Comment: Actual expenditures exceeded budget amounts in various major object codes for the year ended June 30, 2019. See Note 3 for further detail. Proper internal controls dictate maintaining control over the budgeting process. We recommend the District review budgets more carefully and revise budgets on a regular basis.

Response: *Administration will bring budget revisions to the Board for review and approval on a more frequent basis throughout the year. In addition, budget revisions will be brought to the board for review and approval after the Tulare County Office of Education has determined that the prior year financials are ready to close. These revisions will bring the budget in line with actual expenditures.*

Comment: Student Body: During our review of student body activities, it was noted that for one fundraiser the vendor was paid using the cash proceeds from the fundraiser. Also, for two fundraisers, deposits were not made timely. We recommended all cash receipts be deposited to student body accounts and subsequently a check be written to pay expenses. We also recommended cash receipts be deposited on a timely basis. To aide in ensuring timely deposits, we recommended adding a "date deposited" column on the ASB Potential Revenue/Fund Raising Recap Form. Additionally, we recommended a second person review and initial the bank reconciliations to ensure accuracy. Our recommendations were partially implemented, see current year finding 2019-001.

Response: *The Business Office updated the ASB Potential Revenue/Fund Raising Recap Form on March 8, 2019, adding the “date deposited” column and a “vendor name” column. In addition, with the approval of the superintendent, student body training will be mandatory, beginning with the 2020-2021 school year.*

Fiscal Implications: None.

Tulare Joint Union High School District Board Priorities:

- *Maintain the Fiscal Integrity of the District and Fund the Board Priorities*

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mrs. Vivian Hamilton, Business Manager



M. Green and Company LLP

Tulare
Visalia
Lindsay
Hanford

CERTIFIED PUBLIC ACCOUNTANTS

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Letter to Management

Board of Trustees
Tulare Joint Union High School District

We have completed our audit of Tulare Joint Union High School District for the year ended June 30, 2019. The following items came to our attention which we are providing for your consideration:

Other Postemployment Benefits

A new actuarial valuation for Other Postemployment Benefits must be completed every two years in accordance with GASB Statement No. 75. We recommend the District contact their actuary and obtain a new actuarial valuation for the 2019-20 fiscal year to be in compliance with GASB Statement No. 75.

Excess of Expenditures Over Appropriations

Actual expenditures exceed budgeted amounts in various major object codes for the year ended June 30, 2019. See Note 3 for further detail. Proper internal controls dictate maintaining control over the budgeting process. We recommend the District review budgets more carefully and revise budgets on a regular basis.

Prior Year Issues

Student Body: During our review of student body activities, it was noted that for one fundraiser the vendor was paid using the cash proceeds from the fundraiser. Also, for two fundraisers, deposits were not made timely. We recommended all cash receipts be deposited to student body accounts and subsequently a check be written to pay expenses. We also recommended cash receipts be deposited on a timely basis. To aide in ensuring timely deposits, we recommended adding a "date deposited" column on the ASB Potential Revenue/Fund Raising Recap Form. Additionally, we recommended a second person review and initial the bank reconciliations to ensure accuracy. Our recommendations were partially implemented, see current year finding 2019-001.

Cash Clearing: During our review of the cash clearing bank statement and reconciliation we noted that the account had not been cleared out to a zero balance at year end. We recommended the District bring the cash clearing accounts to a zero balance at year end to ensure activity in the account was recorded on the general ledger. This recommendation has been implemented.

We would like to thank management and all the office personnel for the excellent cooperation we received during our audit. We look forward to working with you again in 2020 and beyond.

Very truly yours,

M. Green and Company LLP

M. GREEN AND COMPANY LLP
Certified Public Accountants

December 16, 2019

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

RECEIVE: Information Regarding the Governor's Proposed 2020-2021 Budget

Background: The Board of Trustees recognizes its critical responsibility for adopting a sound budget for each fiscal year which is aligned with the district's vision, goals, and priorities. The district budget shall guide administrative decisions and actions throughout the year and shall serve as a tool for monitoring the fiscal health of the district.

Current Considerations: Governor Newsom presented his plan for California on January 10, 2020, proposing a \$157 billion General Fund budget, an increase of 2.23% over the current year. Below are some of the highlights that affect K-12 education:

- The Proposition 98 minimum guarantee has increased \$3 billion from the 2019-20 state budget to an estimated \$84 billion. This guarantee is projected to be based on Test 1 – funding based on education's proportion of the General Fund in 1986-87.
- Cost-of-living adjustment (COLA) is 2.29%
- The target base grants for grades 9-12 will be \$9,543, an increase of \$214 for the COLA.
- Special Education funding increased by \$645 million. An estimated increase of \$83 - \$123 per ADA.
- One-time money in five different competitive grant areas to address California's persistent educator shortage.
- Increased funding for school nutrition from \$0.025 to \$0.335 per meal served.
- One-time grant funds to support training 10,000 teachers to earn a supplementary authorization on their credential to teacher computer science.
- \$300 million one-time money to support and expand the California Collaborative for Educational Excellence.

Fiscal Implications: Since this is the Governor's proposal, it is unclear how the budget will change as it works its way through the legislature. More accurate information will be available when the Governor's presents his revised budget in May 2020.

Tulare Joint Union High School District Priorities:

- *Maintain the Fiscal Integrity of the District and Fund the Board Priorities*

SUBMITTED BY:
Tony Rodriguez
Superintendent

PREPARED BY: Mrs. Vivian Hamilton, Business Manager

Meeting of
February 6, 2020
FOR: INFORMATION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

RECEIVE: Request to Extend Contracts for Providing Food and Supplies to the District for the Period of July 1, 2020, through June 30, 2021

Background: Code of Federal Regulations, sections 200.317-200.326 requires that all child nutrition programs have a procurement program in place for obtaining goods and services at the lowest possible price. A request for proposal (RFP) or invitation for bid (IFB) is required for any purchases over the threshold of \$95,200. Public Contract code 20112 requires that a school district shall publish these requests at least once a week for two weeks in a newspaper of general circulation for the district. Recommendations for submitted RFPs for 2019-2020 were approved at the June 20, 2019 meeting and contracts were approved July 18, 2019.

Current Considerations: Administration is requesting to extend the contracts for all vendor contracts for Food and Supplies through June 30, 2021. The RFP and contract documents include an option to extend for two one-year periods if the vendor is not in default under any terms and conditions at the time of notification for extension (Ed Code Section 81644). The RFP also states that rate increases shall not exceed CPI, which is estimated at 1.5% for the year 2020.

Fiscal Implications: The total amount of contracts to be awarded is estimated at \$1,550,000 and will be paid through the Cafeteria Fund.

Tulare Joint Union High School District Board Priorities:

Board Priority: 3 - Maintain the Fiscal Integrity of the District & Fund the Board's Priorities

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mrs. Vivian Hamilton, Business Manager
Mrs. Janet Stephens, Director of Food Services

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

RECEIVE: Request for Tulare Union High School Mural

Background: Board Policy 7000 states that the Board of Trustees recognizes that one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program. This has included reviewing and approving murals to be painted on district facilities.

Current Consideration: Tulare Joint Union High School District is requesting approval for a mural to be painted on Tulare Union High School's new Science and Administration building. The Indian will be painted on the southeast corner of the new building and the scripted tribe logo will go on the north side of the building. The work is requested to begin March 2, 2020, through March 28, 2020. This item is going straight to action so the mural can be completed in a timely manner. A picture of the proposed mural is attached.

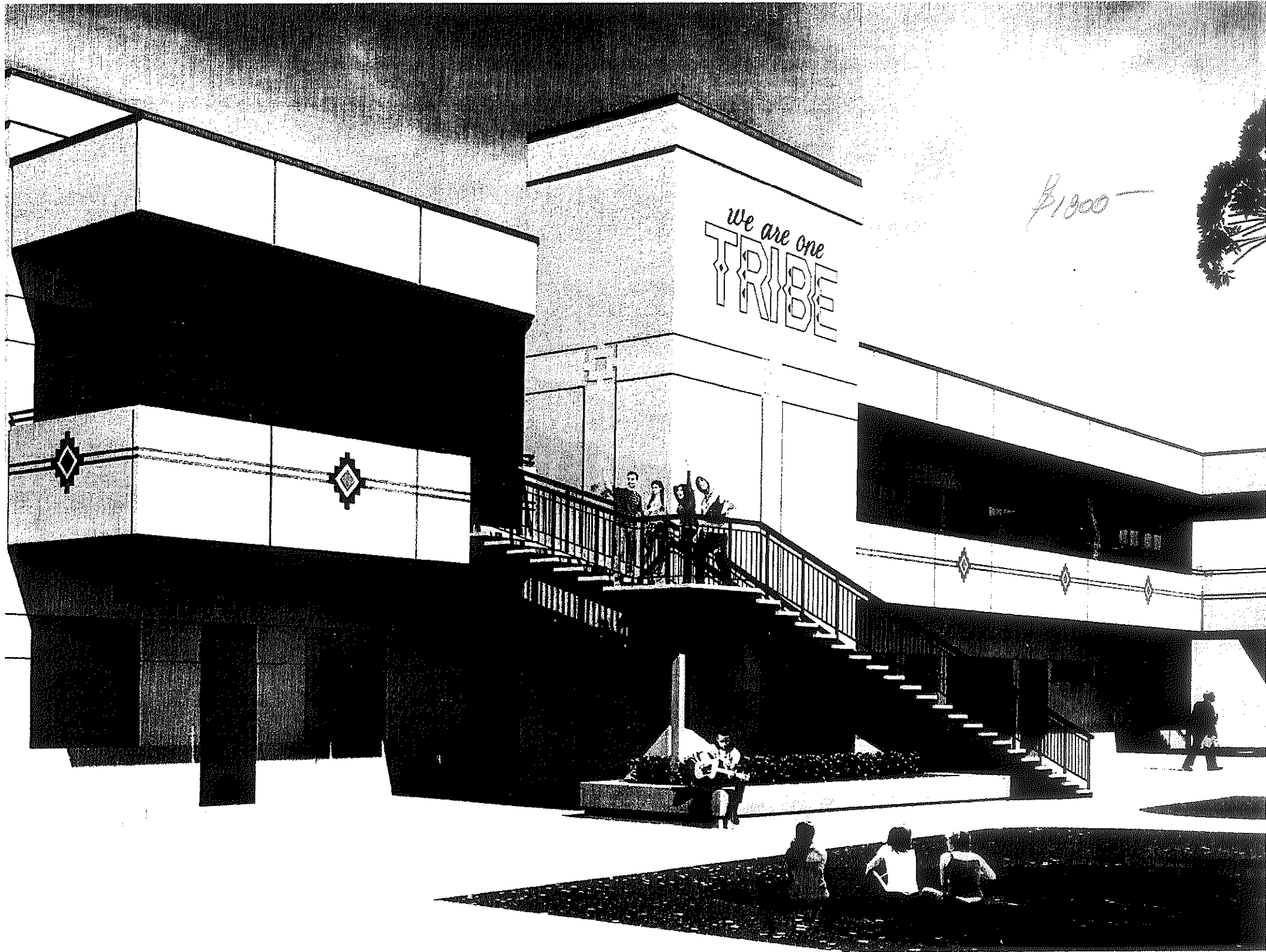
Fiscal Implications: The cost to paint the mural is \$4,000 and will be paid from Fund 400.

Tulare Joint Union High School District Priorities:

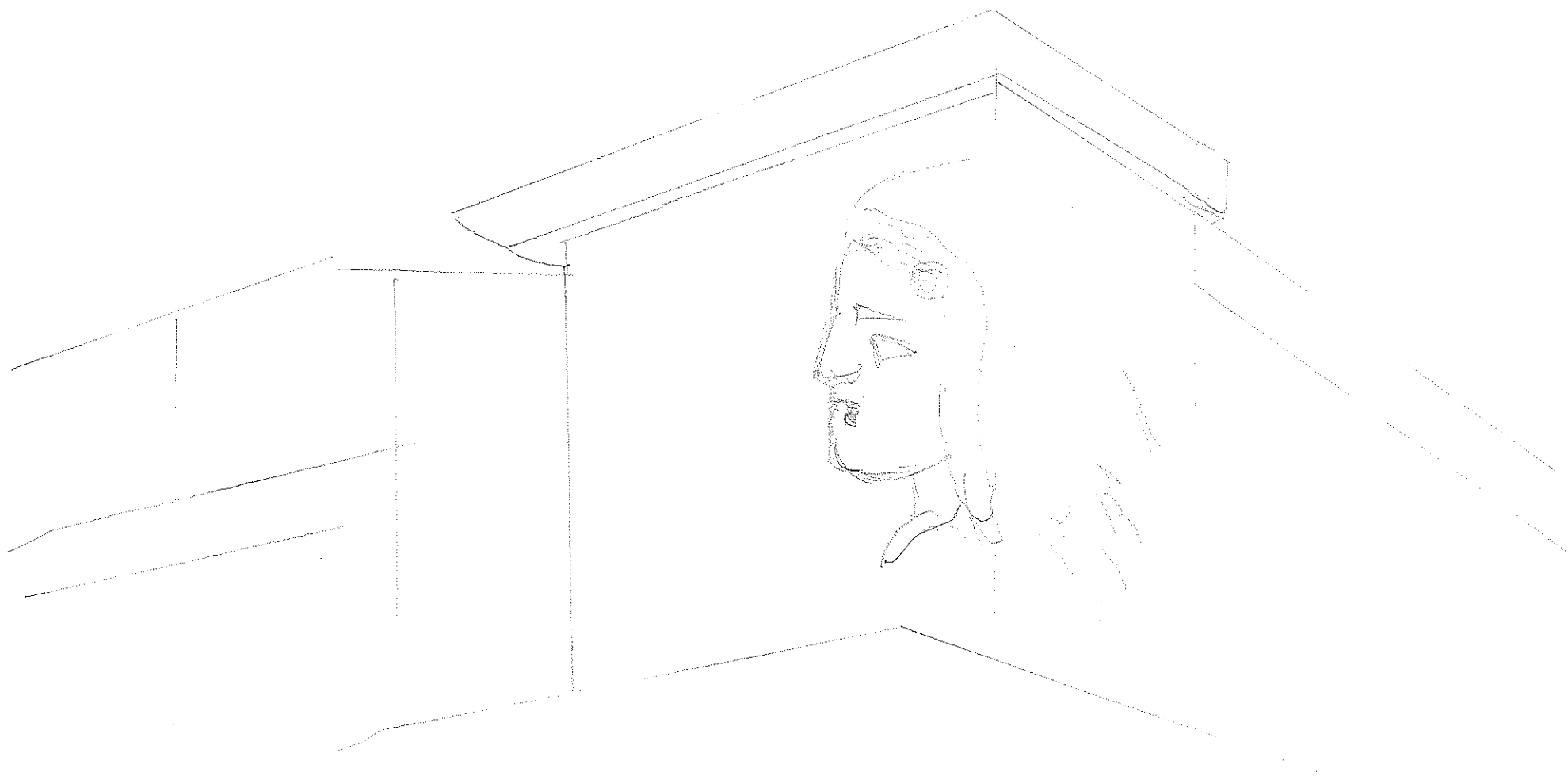
- *Improve Student Outcomes and Performance*
- *Manage Facilities and Student Growth*
- *Staff the District with Qualified Personnel and Maintain a Positive Work Environment*
- *Maintain Safe Schools*
- *Maintain the Fiscal Integrity of the District and Fund the Board Priorities*

SUBMITTED BY:
Tony Rodriguez
Superintendent

PREPARED BY: Daniel Pierotte, Director of Facilities









\$2300- MULTI
COLOR

\$2100- SINGLE
COLOR

AW CLARK
2019 DRAFT

/559/737-8408

A.W. CLARK
1745 S. CROWLEY ST.
VISALIA CA. 93292

677120

Invoice

SOLD TO TULARE UNION HIGH SCHOOL		SHIPPED TO		VIA
ADDRESS		ADDRESS		
CITY, STATE, ZIP TULARE CA.		CITY, STATE, ZIP		
CUSTOMER ORDER NO.	SOLD BY	TERMS	F.O.B.	DATE 12/26/19

PROPOSAL TO PAINT/LETTER NEW BUILDING
WALLS

TRIBE LOGO AND NATIVE AMERICAN FACE LOGO

C/O PHIL HAMPTON

TOTAL

\$4000 —

info@awclark.com

philip.hampton@tulare.k12ca.us

THANKS

AW Clark

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

RECEIVE: Information Regarding Authorization to Sell/Dispose of Surplus Property (*Kaddy Vehicle Dolly*)

Background: In accordance with Board Policy 3270 when any district-owned instructional materials, equipment, supplies or other personal property becomes unusable, obsolete, or no longer needed, the Superintendent or designee shall notify the Board of Trustees, provide an estimate value, and recommend whether the items be sold or disposed of by one of the methods prescribed in law and administrative regulation. Upon approval of the Board, the Superintendent or designee shall arrange for the sale or disposal of these items.

Current Considerations: The Kaddy Vehicle Dolly has been stored at the District Office bus area for many years and has not been utilized. The trailer is old, rusted and mechanically not sound. It has not been registered with the DMV since 2000.

Fiscal Implications: The dolly is not a useful asset and is not considered to be of value more than the scrap metal fee it will rate.

Tulare Joint Union High School District Board Priorities:

- *Manage Facilities and Student Growth*
- *Maintain the Fiscal Integrity of the District and Fund the Board's Priorities*
- *Maintain Safe Schools*
- *Continue to Strengthen Internal and External Communication Systems*

Tulare Joint Union High School District LCAP Goals:

3. *All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as part of a greater community.*

SUBMITTED BY:
Antonio Rodriguez
Superintendent

PREPARED BY: Bobby R. Richardson, Transportation Director

MEMORANDUM

TO: TJUHSD Board Members

FROM: Daniel Pierotte, Director of Facilities

SUBJECT: Facilities and Transportation Update

DATE: February 6, 2020

Accelerated Charter High School

Completed the annual fire alarm inspection and passed. We installed hand dryers in the two main student restrooms.

Ag Farm

Farm park weeds sprayed and pre-emergent down. Chain link fence with gates complete. All rod iron fence up except gates. Privacy fence completed.

District Office

Fire extinguisher monthly inspection. Hydro main sewer line. Sprayed for weeds. Rekeyed side door. Pressure washed outside of building. Repaired door closer on men's outside restroom.

Mission Oak High School

Removed old lighting in the gym and installed new LEDs. Installed a motorized projector screen in the gym. We added 100 tons of 60/40 mix and conditioner to the track. We had a speaker and buzzer installed on the main front door.

Sierra Vista Charter High School

No new updates.

Tech Prep High School/Countryside High School

Two large trees trimmed Tech Prep.

Tulare Adult School – “K” Street

Repaired desk and keyboard tray for Special Education office. Repaired auto gate.

Tulare Adult School – Maple Street

Sprayed Speed Zone. Apply pre-emergent on campus. Removed and replaced bad panic hardware in room 204. Repaired roof leaks in four different areas. Repaired bathroom stall lock at Professional Development Center and at 323 K Street.

Tulare Adult School – Pixley

No new updates.

Tulare Union High School

Baseball field and three softball fields tilled and clay installed. Baseball field sprayed for weeds. Pre-emergent down on baseball field. All softball fields sprayed for weeds. All new two-story floors sealed and waxed. Practice field sprayed for weeds and pre-emergent down. Nitro King fertilizer down on all

softball and baseball fields. Wilson Middle School field mowed. Trees trimmed in senior court. Tree trimmed 700 building.

CM Construction Services will be presenting a project update along with a financial update for the Tulare Union High School Science Classroom project at the February 6th Board meeting.

Tulare Western High School

Blew off all roofs. Sprayed Speed Zone and applied pre-emergent on sports fields. Pressure washed loading dock and outside patio area. Repaired vandalized fence. Fire extinguisher monthly inspection. Sprayed for insects around outside buildings. Removed and replaced football scoreboard. Snaked main sewer line for main gym. Leveled dirt area and trenched for sprinkler lines to lay sod by Leo Barker Center. Rekeyed locks for sport trainers' offices. Repaired 15' of 6" sewer line by Athletic Director's

Transportation Update

Staff

We have one driver position posted for internal candidates that will close on January 27th. We are completing employee evaluations and expect to be finished by January 28th.

Other News

The overhaul of bus 11 engine will be completed by January 31st. We continue to conduct clean-up operations around the bus and trades areas and have sold numerous items on Govdeals.com. We are submitting a Board memo to seek authorization to submit a request for a San Joaquin Valley Air Pollution Control District Public Benefits Grant for a 2020 Ford Fusion Energi Hybrid. We organized our Hazmat storage areas. We obtained our State of California Used Tire Disposal Identification number and set up our filing folder for manifests.

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: 2020 Summer School Proposal

Background: Our District offers a summer school program each year. The summer school program offers credit recovery courses, adult school courses, health occupations courses, and an academy for freshmen.

Current Considerations: This year, the district would like to again offer the summer school program and for it to be held at Mission Oak High School. The summer program will provide credit recovery courses, adult school classes, health occupations courses, and provide incoming freshmen an opportunity to prepare for high school through the freshman academy.

The course offerings are attached to this memo along with a copy of the estimated Income and Expenditures for the 2020 Summer School. The estimate cost for the 2020 summer school program is \$659,534. The 2019 Summer School actual expenditures were \$528,325. The increased cost is due to the budget being created based on the teacher salaries at the top of the salary scale. The district would also like to continue with a Dean of Students. The Dean will provide additional administrative support during the first session of summer school. The district is recommending approval to offer the 2020 summer school.

The proposed dates for the 2020 summer school are Thursday, June 11, 2020 through July 9, 2020. The proposed schedule does not include Fridays, except for June 12th. Each summer school session will be 9 days long. The school day will be from 7:30 a.m. to 3:00 p.m.

Fiscal Implications: The fiscal impact for the 2020 summer school program will be approximately \$659,534 and will be paid through the LCAP.

Tulare Joint Union High School District Priorities:

- *Improve Student Outcomes and Performance*

Tulare Joint Union High School District LCAP Goals:

1. *All students will graduate college and career ready.*
2. *All English Learners will improve their English language acquisition and achievement.*

Therefore it is:

Recommended:

That the Board approve the
2020 Summer School Proposal.

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Dr. Lucy Van Scyoc, Asst. Superintendent of Curriculum, Technology and Assessment

Freshman Summer Academy
Health
Reading Intervention F
Tech Core
Driver's Ed

SPECIAL EDUCATION
Practical English
Practical Social Studies
Workability
Workability
Workability

Concurrent Student Summer Classes
Algebra 1
Algebra 1
Algebra 1
Geometry
Geometry
Geometry
Geometry (Advancement only)
Algebra 2
Biology
Biology
Chemistry
Intro to Physical Science
US History
U.S. History
World History
World History
Economics
Economics
Government
English 1A
English 1A
English 1A
English 2A
English 3A
P.E. - 2nd Year
ELD class
Art Concepts

Online Classes
A/B PLATO
Edgenuity

CTE and Diploma Classes (Adults Only)
Adult Basic Education
ESL
ESL
ESL -Pixley
GED
High School Diploma
High School Diploma - Pixley
Allied Health
Health Careers
Nurse Assistant
Nurse Assistant
Nurse Assistant
Office Occupations
Combination Welding
Culinary Arts
Edgenuity

Summer School 2020 (no sessions on Fridays)
June 11 - July 11. No school July 4 (18 days)

Expenditures:

Budget

Certificated Salaries:

Teacher Salaries Concurrent Classes (30 teachers @ \$9,800)	294,000	
Teacher Salaries Freshman Academy (5 teachers @ \$9,800)	49,000	
Teacher Salaries Special Education (2 teachers @ \$9,800)	19,600	
Teacher Salaries Workability Program (3 teachers @ \$5,990) (11 days)*	17,970	
Teacher Salaries Plato Classes (1 teacher @ \$5,990) (11 days)*	5,990	
Teacher Salaries Edgenuity Classes (1 teacher @ \$9,800)	9,800	
Teacher Salaries Adult Classes 4 hrs/day (12 teachers @ \$4,470)	53,640	
Teacher Salaries Adult C.N.A. 192 hrs (1 teacher @ \$11,920)	11,920	
Teacher Salaries Adult C.N.A. 104 hrs (1 teacher @ \$6,460)	6,460	
Teacher Salaries Adult Health Occ. 100 hrs (1 teacher @ \$6,210)	6,210	
Substitute Salaries @ \$22.50 per hour (est. 30 days of absences)	4,050	\$ 478,640

**Workability only offered 11 days, they use the rest of funding for workability during the year*

Administration:

Principal (AP)/207 x 18 days @ \$581.05/day)	10,459	
Dean (B-3)/205 x 10 days @ 545.47/day)	5,455	15,914

Clerical Assistance:

Instructional Aides	-	
Secretary (Range 22) (148 hrs. @ \$24.18)	3,580	
Clerical Pool Clerk (Range 14) (80 hrs. @ \$22.08)	1,770	5,350

Fringe Benefits:

Certificated (STRS, Medicare, SUI, W/C)	106,060	
Classified (PERS, FICA, Medicare, SUI, W/C)	1,620	107,680

Instructional Supplies (\$4.50 x est. 1,100 enrollment)	4,950	4,950

Services & Other Operating Expenses:

Utilities (42 classrooms @ \$14 per day x 18 days)	10,580	
Security Guard (2 guards @ \$176 each per day x 18 days)	6,340	
Janitorial (42 classrooms @ \$31.22 per hr x 1 hr per day x 18 days)	23,600	
Bus Shuttle Service (2 buses per day @ \$180 x 18 days)	6,480	47,000

Total Expenditures

\$ 659,534

TULARE JOINT UNION HIGH SCHOOL DISTRICT**TO: MEMBERS OF THE BOARD OF TRUSTEES****APPROVE:** District Safety Plans for 2019-2020

Background: Each year, schools are required to update their School Site Safety Plans. California Education Code 32280 and Board policy 3516 mandates that all school sites have a current, effective, and comprehensive safe school plan. An integral part of each safe school plan is the crisis preparedness and response component.

Current Considerations: Tulare Union High School, Tulare Western High School, Mission Oak High School, Tech Prep High School/Countryside High School, Sierra Vista Charter High School, Tulare Adult School, Accelerated Charter High School, the District Farm and the District have each updated their 2019–2020 Safety Plans.

The two main areas that were revised from last year's plan:

1. Evaluation of the School Climate and Physical Environment
2. Actions plans for School Climate and Physical Environment

Fiscal Implications: No fiscal impact

Tulare Joint Union High School District Board Priorities:

- *Improve Student Outcomes and Performance*
- *Maintain Safe Schools*

Tulare Joint Union High School District LCAP Goals:

- *All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as part of greater community.*

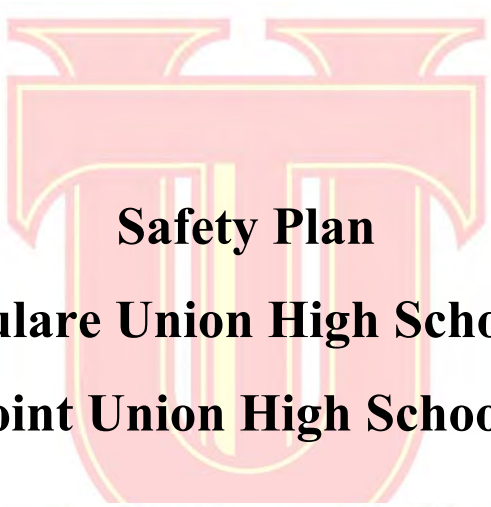
Therefore it is

RECOMMENDED: That the board approve the 2019-2020 District Safety Plans.

SUBMITTED BY: Mr. Tony Rodriguez,
Superintendent

PREPARED BY: Tammy Aldaco, Assistant Superintendent of Student Services & Special Programs

Safety Plan
Tulare Union High School
Tulare Joint Union High School District



February 1, 2020

Comprehensive School Safety Plan
Pursuant to Education Code 32280 - 32289

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Preface

State law requires that schools prepare to respond to earthquakes, fires, and other emergencies. This Safety Plan meets the intent of:

- California Education Code 35295 – 35297
- California Government Code 8607
- California Government Code 3100
- California Code of Regulations 2400 – 2450
- California Administrative Code, Title V, 560
- Other Federal, State, and Local Mandates

The Safety Plan includes specific courses of action to be taken in case an emergency situation develops. Each employee of this school is expected to be completely familiar with this plan in order to carry his/her responsibility in an emergency. The California State Labor Code states that all public employees are “civil defense workers subject to such civilian defense activities as may be assigned them by their supervisors or by law.”

School Officials must recognize that emergencies are fluid events and the emergency procedures outlined in this plan may not fit every situation. As such, administrators and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

School officials must also recognize that in a community-wide crisis, such as a major earthquake or flood, local fire and law enforcement personnel may be overwhelmed and unable to immediately respond to the school’s request for assistance. This plan will help prepare the school to be self-sufficient for a time and provide extended care and shelter to students and staff, and to members of the immediate community if needed.

As required by the Education Code, this plan establishes an Emergency Management organization using the Incident Command System (ICS). ICS is an element of the National Incident Management System (NIMS), and California Standardized Emergency Management System (SEMS), and provides a uniform set of processes, protocols, and procedures for all emergency responders. Use of the Incident Command System helps ensure that emergency responders at every level of government, including schools, understand their roles and can work effectively and efficiently with each other during emergencies.

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan has been developed with these objectives in mind.

Michelle Nunley Ed.D.
Principal

Board Vision

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

District Vision

Our students will have the 21st Century skills and knowledge through meaningful and relevant learning opportunities to empower them to productively contribute to a global society.

District Mission

Our mission is to empower all students to graduate with college, career, and life-readiness skills.

District Priorities

Aligned with the Board Vision, the Governance Team has set the following priorities for 2018-2019:

1. Improve Student Outcomes and Performance

- Provide academic support and enrichment targeting students above grade, at grade and below grade level.
- Develop pathways for CTE and Linked learning courses that lead to career certification
- Provide extra-curricular opportunities
- Expand and market Educational Opportunity programs to continue to meet the diverse needs of our students

2. Maintain Safe Schools

- Maintain safe and secure environment at all sites
- Ongoing training on safety procedures
- Provide bully free environments
- Provide social and emotional support
- Provide an environment free from discrimination

3. Manage Facilities and Student Growth

- Support and maintain Facilities Master Plan
Priorities:
 - *New classrooms to accommodate growth
 - *Space for programs currently not offered
 - *Safety and Security
 - *Accessibility upgrades (ADA)
- Expand and market educational opportunities programs to meet the needs of our students.
- Maintain current facilities at an acceptable level

- 4. Maintain the Fiscal Integrity of the District and Fund the Board's Priorities, Services, and Programs**
 - Fiscal Support for facilities and student growth
 - Continue to ensure LCFF funds support targeted students according to the LCAP
 - Long-term budget planning
 - Evaluate the Farm Enterprise as it supports student learning outcomes (SLO)
 - Continue to monitor cafeteria fund
- 5. Staff TJUHSD with Qualified Personnel and Maintain a Positive Work Environment**
 - Continue to attract and recruit highly qualified staff
 - Continue to provide professional development opportunities
 - Continue to provide a conducive educational environment
 - Continue to provide leadership growth opportunities
- 6. Continue to Strengthen Internal and External Communications, Services, and Programs**
 - Continue to improve District and School websites
 - Increase Communication with Staff and Parents
 - Market our District to inform the community on educational programs and options available

District LCAP Goals

Goal #1 All students will graduate college and career ready by passing their core classes and creating a baseline graduation rate while 50% of the students will enroll in college CTE courses.

Goal #2 All English Learners will improve their English Language Acquisition and achievement.

Goal #3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

Mission Statement

Our Mission: Tulare Union High School, in partnership with the students, parents, and the community, will provide a safe environment that inspires and challenges the intellectual, social, emotional and physical development of all students, with respect for all members of a global community.



Vision Statement

Our vision is to create an exemplary school serving all learners in a positive and caring learning environment through:

- * **T**rainning students to be productive, contributing members of society.
- * **U**tilizing a variety of engaging teaching strategies embedded in an innovative curriculum.
- * **H**elping students determine their passion in life and working toward achieving their goals.
- * **S**triving to model compassion, respect, and genuine concern for others.

Assessment of the Current Status of School Crime

Data Source	Comments	Analysis
School Crime	(2) Theft suspensions during the 2018-19 school year.	This is 1 more suspension than the previous year of 2017-18.
Suspensions	(186) Total Suspensions	Most Frequently occurring incidents involving suspension were: ➤ (78) Physical Fighting ➤ (45) Under the Influence of Drugs ➤ (32) Verbal Fighting ➤ (12) Gang Assoc. ➤ (10) Assault ➤ (7) Possession of a Weapon ➤ (6) Threat ➤ (3) Vandalism
Expulsions	(8) Students were recommended for Expulsion	Reasons for Expulsion: ➤ (4) Assault ➤ (3) Possession of a Weapon ➤ (1) Fighting-Physical
Referrals	422 Unduplicated Referrals of Various Dispositions	The majority of documented discipline issues were for: ➤ (133) Dress Code ➤ (115) Truancy ➤ (89) Unserved Detention ➤ (85) Electronic Device violation
Teacher Observations	Teachers were informed to report any issues regarding safety throughout the school year	Beginning in-service for teachers to report behavior issues to parents, counselors, and administrative staff. Teachers were trained on reporting threats to administration and counselors.
Surveys (Healthy Kids or other) list:	Spring 2010	Data was taken from last survey of school year 2010-2011 and will be taken again 2017-2018 school year.
Admin Team	Admin team meets with SRO daily to discuss campus safety	The Admin team meets weekly. Campus safety/supervision is discussed at the meeting. All safety/supervision issues are updated amongst Admin team and SRO on an “as needed” basis as issues/incidents occur.

Safety Plan Revisions

Tulare Union High School plans and revisions will be documented in 2019-2020 school year.

Date Revised	Person Responsible	Date of Public Meeting	Board Adopted	comments
3/1/2013	Aaron Luoma	3/7/2013	Y	Once approved by school site council, the board will review and adopt with the other school site plans.
2/26/2014	Aaron Luoma	2/27/2014	Y	Once approved by school site council, the board will review and adopt with the other school site plans.
12/19/2014	Aaron Luoma	1/27/2015	Y	Once approved by school site council, the board will review and adopt with the other school site plans.
2/29/2015	Daniel Dutto	3/17/2016	Y	Once approved by school site council, the board will review and adopt with the other school site plans.
12/3/2016	Daniel Dutto	2/16/2017	Y	Once approved by school site council, the board will review and adopt with the other school site plans.
12/3/2017	Daniel Dutto	1/31/2018	Y	Once approved by school site council, the board will review and adopt with the other school site plans.
12/01/18	Danny Santana	01/31/2019	Y	Once approved by school site council, the board will review and adopt with the other school site plans.
12/06/19	Roger Robles	02/01/2020	Y	Once approved by school site council, the board will review and adopt with the other school site plans.

Note: Plans must be adopted by March 1st of every year pursuant to Education Code 32286

School Safety Planning Checklist School Year 2019-2020

Tulare Union High School plans and revisions will be documented in 2018-2019 school year.

Item	Completed Y/N	Comments
School Site Council or School Safety Team Developed	Y	Updated January 2017 to reflect annual staff changes
Assessment of School Crime Conducted	Y	Aeries data query on discipline 2018-19
Other Assessments Conducted*	Y	WASC Survey 2012, Parent Survey Fall 2017
Analysis of Data Conducted	Y	Fall 2019
School Site Council or Team Identified Priorities Listed Based on Assessment	Y	Fall 2019
Appropriate Protocols have been Identified for Compliance with EC 32282 (2)A-J	Y	Fall 2019
An Action Plan has been developed	Y	Fall 2019
Law Enforcement Approval of Plan	Y	Plan Submitted Fall 2019
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Y	Spring 2020 to CSEA, CTA, School Site council, ASB, City of Tulare Police and Fire Departments
Public Meeting Held on the Safety Plan	Y	Date Conducted: Spring 2020
Annual Evaluation of Safety Plan Conducted	Y	Date conducted: Fall 2019
Key Findings of Evaluation Presented to Council or Safety Team	Y	Approved by Board Spring 2020
Annual Plan Review and Revisions by March 1st of each year	Y	Spring 2020

School Safety Team

Name	Contact	Role
Principal or Designee	Michelle Nunley Roger Robles Chandalin Champlin Shanelle Herrera	Principal Assistant Principal Dean of Students Dean of Students
Classified Employee(S)	Philip Hampton Manuel Silva	Lead Maintenance Operator Maintenance
Certificated Employee	Mike Sterling Brandon Price	Industrial Technology Department Chair/Lead Supervision Team Member English Teacher/Link Crew Advisor/Supervision Team
Parent(s)	TBD	Parent
Other Members	Eulalia Garcia	School Psychologist
Law Enforcement	Vince Medina	Campus Police Officer

Note: Develop this team only if the school site council will not be developing the safety plan.

Meeting Dates

Tulare Union High School will make annual reviews of this plan and revisions will be documented.

Month	Day	Time	Location	Comments/Needs
August	5 th 12 th 19 th 26 th	12:30 pm	Principal's Office	Address safety in the beginning of the school year
September	9 th 16 th 23 th 30 th	12:30 pm	Principal's Office	Safety updates on day to day campus activities
October	7 th 14 th 21 st 28 th	12:30 pm	Principal's Office	Safety updates on day to day campus activities
November	4 th 18 th	12:30 pm	Principal's Office	Safety updates on day to day campus activities
December	2 nd 9 th 16 th	12:30 pm	Principal's Office	Safety updates on day to day campus activities
January	13 th 27 th	12:30 pm	Principal's Office	Safety updates on day to day campus activities
February	24 th	12:30 pm	Principal's Office	Safety updates on day to day campus activities
March	2 nd 9 th 16 th 23 rd 30 th	12:30 pm	Principal's Office	Safety updates on day to day campus activities
April	20 th 27 th	12:30 pm	Principal's Office	Safety updates on day to day campus activities
May	4 th 11 th 18 th	12:30 pm	Principal's Office	Safety updates on day to day campus activities

Note: Agendas, Minutes or Meeting Notes should be placed in Appendix for documentation

Capacity Assessment

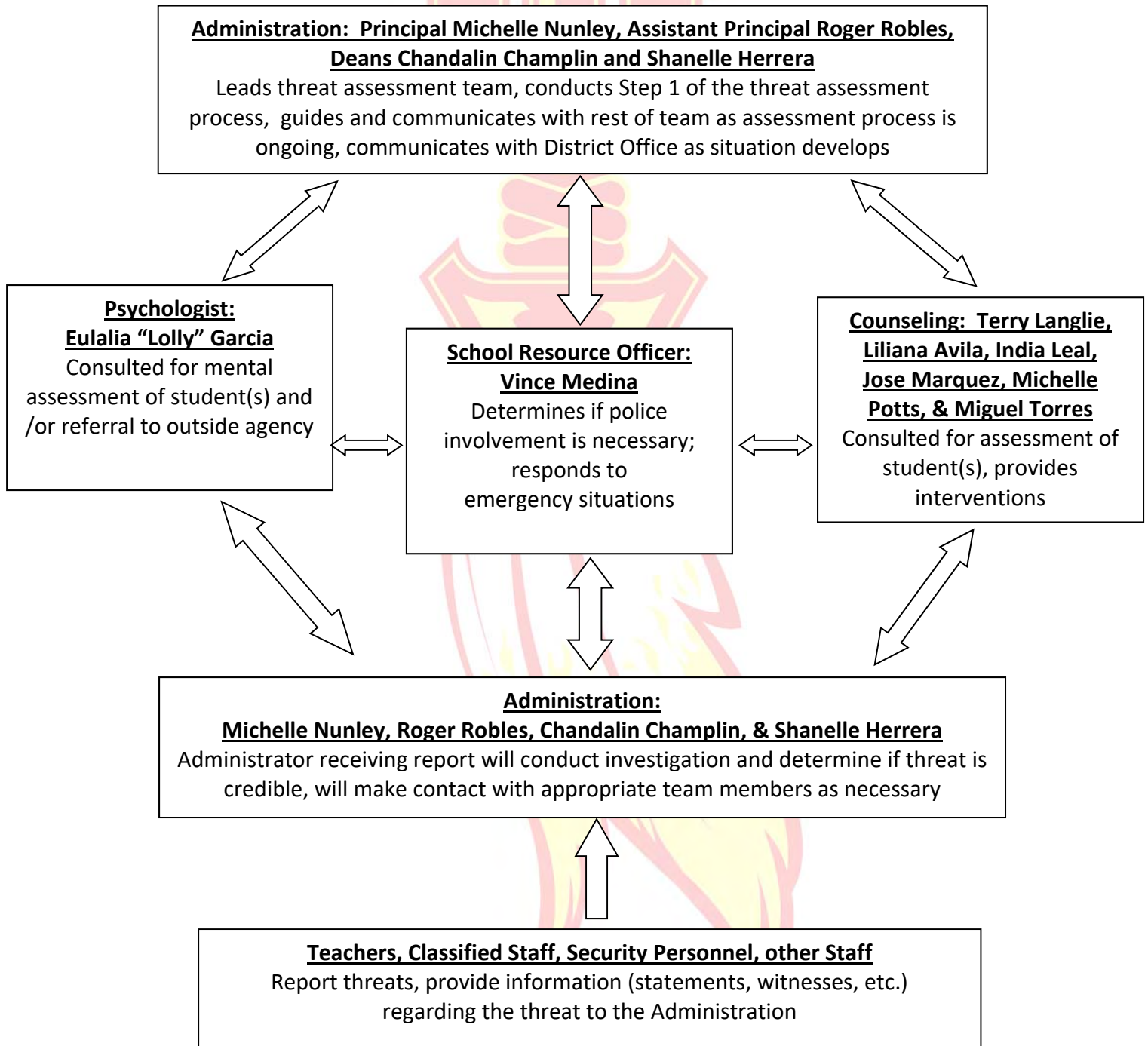
Current Efforts	Target Group	Funding Source
Training and evaluation of Positive Behavioral Intervention & Supports (PBIS) school wide program	School-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.	LCAP
Recovery Resources counseling sessions	At risk students. Student with gang issues. Student with drug and alcohol issues.	LCAP
Reconnecting Youth and CAST Program, Challenge Day	At risk student. Students with gang issues. Students with drug and alcohol issues. Students with social issues	County Funding – Drug/Alcohol Grant
EWS Program	At risk students meeting the indicators of Attendance, Behavior, and course completion.	LCAP
Sprigeo – Online “Anti-Bullying” reporting	Students are able to report bullying at any time with computer access.	LCAP
SSIP Coaches	At risk students. Student with gang issues. Student with drug and alcohol issues.	LCAP
Virginia School Model on “Threat Assessment” procedures	Administration, counseling, and faculty reviewed (trained) procedures of identifying and assessing the significance of any reported threat.	N/A
Active Shooter Training - ALICE	Administration counseling and faculty reviewed (trained) procedures of identifying and assessing option to take if an active shooter is on campus. All staff members trained on ALiCE procedures.	LCAP
Non-Violent Intervention Crisis (CPI) Training	Administration, staff, supervision team (sites) reviewed and trained on prevention and strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage.	LCAP
Mental/behavior Health Parent meetings	Counseling staff scheduling parent meetings with mental health organizations to discuss behavior issues with their students	N/A
District provided self-defense training for staff.	School staff may volunteer to participate in a training provided by local law enforcement on basic self-defense practices.	Professional Development Fund
Athlete Drug and Alcohol Testing – Recover Resources	Athletes are randomly tested for the presence of drugs. Positive tests will result in drug intervention counseling.	LCAP



Threat Assessment Procedures

Tulare Union High School Threat Assessment Flow Chart

The Threat Assessment Process may be initiated by anyone at any level



Definition: What is Threat?

*A threat is an expression of intent to harm someone
Threats may be verbal, written, artistic or gestured*

Threats may be direct or indirect, and needs to be communicated to the intended victim or victims.

(I'm going to get him.)

Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise.

("I forgot my knife was in my backpack.")

When in doubt, assume it is a threat.

Types of Threats Transient vs. Substantive

Transient:

Often are rhetorical remarks, not genuine expressions of intent to harm

- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

Substantive:

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

- a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department:

or
- b. The Jurisdictional Law Enforcement Agency
County Sheriffs Department
Police Department (non emergency)
Emergency Number 911

Some District law enforcement may not meet the notification requirements prescribed by law to receive reports of child abuse. However, all law enforcement officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available on site at the Assistant Principal’s office.

School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be

interviewed in private or may select an adult staff member to be present “to lend support”.

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present?
The staff member should leave the room.
2. The child asks for either the mother or father to be present?
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview?
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

What can the selected staff member do:

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member’s role is one of a “comforter” during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

California Penal Code 11174.3

“School Interview Law”

11174.3. (a) Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, 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, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** 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**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- DISTRIBUTION**
 - Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

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

Disaster Procedures

- All communication is made with simple verbal directions (intercom, loud speaker, etc.) and not dependent on bells and electronic signals with exception of the standard fire alarm.
- Emergency telephone numbers are posted in the office.
- First-aid kits are easily accessible and staff is knowledgeable on first-aid procedures.
- Instructions for emergency care, medications, and the treatment of illnesses are accessible to all staff.
- Evacuation procedures and routes are posted in compliance with county regulations.
- Under State law (California Emergency Services Act) all public schools are subject to use as evacuation centers or shelters or for other emergency purposes during a disaster.
-

INCIDENT COMMANDER – The Principal, and/or Principal's Designee

- Commence operations from the center, and
- Take overall responsibility for the operations of the center and its functions.
- Consult Job descriptions for positions below.
- Set up the Command Center and collectively choose:
 - Incident Commander-Principal
 - Logistics and Planning Chief-Campus Officer
 - Operations Director-Campus Officer
 - o Search and Rescue Team-Campus Supervision Team
 - o Facility Check/Safety & Security-Campus Officer
 - o Planning/Intelligence-Campus Officer
 - o Medical Director-School Nurse
 - o Documentation Staff

OPERATIONS/SEARCH AND RESCUE TEAM

- Collectively choose a Search and Rescue Team Director-Maintenance Director
- Secures as much information on how many, and in what locations missing students, personnel and volunteers are located,
- Visually inspect structures for structural damage before deciding to reenter the structure (if in doubt, ask for help from the Command Center),
- If it is deemed safe to reenter structures, commences rescue operations within

STUDENT CARE AND RELEASE-Classroom Teachers and Specialists

- Instruct students to assemble in a safe place at the assembly area,
- Assume Student Care and Student Release responsibilities
- Take roll using the Student Accounting Form
- Use the Student Release Form for students who leave with parents or authorized adults listed on emergency release forms.
- Maintain a calm, supervised assembly with students
- Keep students informed as appropriate

Disaster Chain of Command

Each staff member is given a Disaster and Crisis Response Procedures reference handbook at the beginning of every school year.

1. Disaster Center – **Counseling Center**
2. All informational releases will come from the Career Center and with prior approval from the Principal.
3. Communication will be through the Assistant Principal Office with command radio.
4. Maintenance and AP's will be responsible for securing shut off valves and cutting mains as needed.
5. Chain of Command

Principal	Dr. Michelle Nunley
Assistant Principal	Mr. Roger Robles
Dean of Students	Mrs. Chandalin Champlin
Dean of Students	Mrs. Shanelle Herrera
Head Counselor	Mr. Terry Langlie

Through the Command Center the District, Police and Fire Departments will be notified of the situation and appropriate steps put in place.

6. Counselors are available for crisis intervention. There is a plan for suicide, death (staff or student) and all other emergencies included in the District Emergency Preparedness Plan.
7. In the event of a bomb threat, radio and phone communication will cease and the computer will be the only means of communication. Have all students and staff turn off their cell phones and other remote devices.
8. We have installed an emergency button on our phone system that will allow any staff member to dial at any time in case of an emergency. Administration has been given extension **4102** and code **555#** in case of an emergency that will notify district wide. **If you have to use this feature, do so only in an emergency.**

Crisis Response Procedures

In the event that a situation develops on the campus that threatens the life and/or safety of students and staff, the following procedures should be followed:

1. The person observing the crisis will immediately contact the main office and request to speak with any Dean of Students or Assistant Principal. The person should be prepared to describe the situation in detail, including:
 - a. A description of the problem
 - b. The location of the problem
 - c. Their location (room#)
2. Once the Assistant Principal is briefed, they in turn will contact the campus Police Officer and/or campus Probation Officer and together they may all respond and investigate the situation. They will determine if the situation is in fact a threat to safety.
3. The Principal will be advised of the situation and the appropriate measures will be taken. If a lockdown is necessary, a sequence of five (5) bells will ring in succession. Remember to keep all students in the room with the door locked. The Tulare Police Department will, at this time, be advised along with the District Office.
 - a. All students are to be inside a building or classroom
 - b. Everyone is to get down on the floor, away from windows
 - c. The teacher will attempt to keep everyone calm
 - d. Classroom doors are to be locked
 - e. Students and staff are to remain in the classroom on the floor until the all clear bell rings or the fire drill bell rings to evacuate the school
4. To avoid communication gridlock, **DO NOT USE YOUR CLASSROOM TELEPHONES.** All communication will be through the computer only. Make sure that all cell phones, portable phones and wireless computers (laptops) are turned off. At no time should you use your hand held radio. You will be notified when it is safe to use the above communication.
5. If the emergency situation occurs during a time when student and staff are out of class (before school, break, or lunch) everyone will immediately go to their next class.
6. When the tactical officer arrives for the Police Department he/she will take charge. We will follow their directions and instruction.
7. The Counseling office will serve as command center. All information to be released will be done through the Principal, or designee, at the command center.
8. If evacuation is necessary, students are to go home by their normal means.

Warning Bell System

Fire Drill:

1. When the alarm sounds, all students are to evacuate the room.
2. Proceed to the safe area as directed by your teacher.
3. Remain in the safe area with your teacher until the all-clear bell rings.
4. Return to class when your teacher gives the go-ahead to do so.

Lunch Time or Break Time Fire Drill:

1. If you hear a fire alarm during break or lunch time, move away from the buildings and wait for further instructions.
2. Follow instructions from staff for your safety.
3. Do not go to lockers or into any buildings.

Campus Emergency Procedure Drills

Campus Emergency Procedure Drills Are defined as routine and repetitive mandatory practice of basic campus emergency procedures such as building evacuations (fire drills), lock-downs, etc. It is the responsibility of the district to ensure basic campus emergency drills are conducted in accordance with State law:

1. *Fire drills will be conducted on a monthly basis for elementary schools, and four times annually for secondary schools (EC 32001).*
2. *An earthquake “Drop and Cover” drill will be held each quarter for elementary schools and once each semester for secondary schools (EC 35297)*
3. *The Principal shall maintain a record of all drills conducted on campus.*

Date of Drill

September 2019
October 2019
February 2020
April 2020

Type of Drill

Fire Drill
Earthquake
Fire Drill
Earthquake/Fire Drill

Crisis Response Initial Actions and Intercom Codes

CODE "GREEN" Duck and Cover

- If inside, duck under furniture and cover head with arms and hands.
- If outside, drop to the ground place head between knees, and cover head with arms and hands.
- Move to a sheltered place when possible, but avoid areas where falling objects may harm you.

CODE "YELLOW" Lock Down

- If outside, proceed to the nearest building.
- If inside, lock doors and close shades if possible, and implement duck and cover unless otherwise directed.
- Remain in a secured room pending further instructions from site officials or police.

CODE "BLUE" Shelter in Place

- If inside, remain until further instructions are given.
- If outside, proceed to nearest building and await further instructions.
- If directed, shut down air or heating system and close doors and windows to protect them from outside air.

FIRE ALARM Evacuate Building

- Immediately evacuate the building using designated routes and go to assembly area,
- Remain in assembly area until "All Clear" or further instructions are given.
- Carry roster and take attendance once everyone is in a safe location.

ALICE- Active Shooter Procedure



Quickly determine the most reasonable way to protect your own life. Remember that students will follow the lead of staff members during an active shooter situation.

*****There is no order to ALICE—use your best option to SURVIVE!*****

ALERT

- Call 911, if possible, to alert police to the intruder/active shooter's location

LOCKDOWN

- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- Prevent individuals from entering an area where the active shooter may be
- Lock the door
- Blockade the door with heavy furniture
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- If evacuation and hiding out are not possible, prepare to counter

INFORM

- Dial 911 and if you cannot speak, leave the line open and allow the dispatcher to listen
- Follow the instructions of any police officers

COUNTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the OODA loop of an active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Swarm the intruder, grabbing limbs and pushing head down to take down the intruder
- Immobilize the shooter until police arrive
- Take away any weapons and place in a secure area

EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Keep your hands visible at all times (especially when law enforcement arrives)

Tulare Joint Union High School District Violent Intruder Initial Actions

A

ALERT

Initial Alert may be a gunshot, PA announcement, etc.

L

LOCKDOWN

If evacuation is not a safe option, barricade entry points.
Prepare to Evacuate or Counter if needed.

i

INFORM

Communicate real time information on intruder location.
Use clear and direct language using any communication
means possible.

C

COUNTER

As a last resort, distract the intruder's ability to shoot
accurately. Move toward exits while making noise,
throwing objects or adults swarm intruder.

E

EVACUATE

Run from danger when safe to do so using non-
traditional exits if necessary. Rallying point should be
predetermined.

Earthquake Procedure

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover”.

School Commander (Principal or designee):

- . If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to dismiss school due to power loss, building damage or other factors.
- ☐ Consider need to evacuate staff and students to off-campus evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first aid if needed.
- ☐ Await further instructions from the school Incident Commander.

Earthquake Procedure

During the Earthquake: Earthquake Procedure

At the first indication of an earthquake, all employees working with students are to give the command to,

- Drop, Cover, and Hold
- Hold the position with students until the shaking stops.

After the Earthquake:

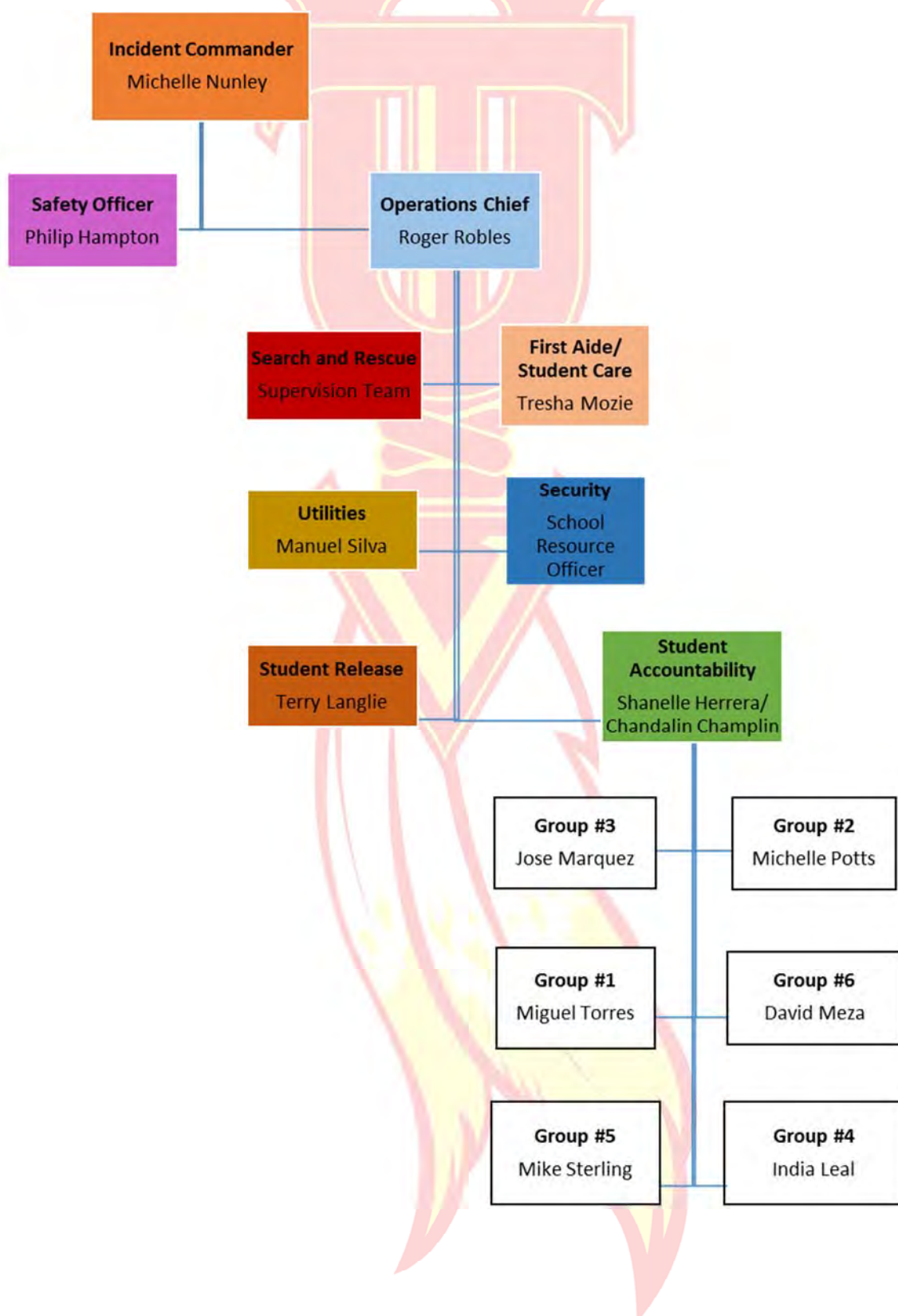
Once the shaking has stopped, the teacher will:

- Assess the situation and remain calm.
- If there are any injured people, contact a buddy teacher (or office/administrative personnel if buddy teachers is unavailable) to decide who will stay with the injured, and who will facilitate the safe evacuation of students.
- An adult must stay with the injured until the search and rescue team can provide assistance in evacuating the injured.
- Assess the evacuation route and evacuate students outside to the FIRE DRILL ASSEMBLY AREA, and away from trees, power lines, etc. Remember to take the roll book, from the rooms.
- Take roll and use the Student Accounting Form to report any missing students to the principal or employee in charge.
- Administrative personnel/designee will notify if/when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

Fire Drill Procedures

- The alarm will sound.
- If no alarm sounds but you see or smell smoke, flames or a suspicious order, PULL THE NEAREST FIRE ALARM or report your suspicion to the office and evacuate your room.
- EVACUATE: Upon hearing the alarm, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.
- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room, but do not lock the classroom.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report to the assigned security person, Principal, or employee in charge.
- Follow all directions given by police, fire or any other emergency personnel on scene. In the event of a false alarm, administrative personnel/designee will notify when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

School Incident Command Organizational Chart (School Site Event)



Fire Drill Reporting

1. Emergency Routes posted by the door in every classroom. Teachers are trained on where they are to report as assigned by groups on the campus map. During a fire drill, teachers are to follow the Fire Drill procedures and report to the designated area.
2. After attendance/roll has been taken, the teachers report to the staff member (Administrator, Counselor, or Designee) who has been designated as the “Area Leader.”
3. Command Center will be the Assistant Principal’s Office located in the Administration building. In the event the Administration building is not accessible, the East Gym will be the alternate location.

Area	Admin/Counselor Responsible	Back Up Teacher/Staff Responsible
Area 1	Shanelle Herrera	Mark Hatton
Area 2	Liliana Avila	Patrick Hamilton
Area 3	Chandalin Champlin	Ryan Hogg
Area 4	Michelle Potts	Lisa Munoz
Area 5	Jose Marquez	Dave Schlick
Area 6	India Leal	Annette Ruiz
Area 7	Terry Langlie	Yesenia Maldonado
Area 8	Diana Hatton	David Meza
Area 9	Miguel Torres	Mike Sterling



Fire/Explosion/Building Collapse

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.**

Administration (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide exact location of fire, explosion or collapse.
 - ✓ Describe current situation, including damage and estimated number of injured.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Ensure fire alarm has been sounded**
 - ✓ If needed, announce changes in evacuation routes due to incident location.
- ☐ **Establish a school Incident Command Post**
- ☐ **Assess situation and begin activating needed ICS functions, for example:**
 - ✓ First-Aid, Accountability, Utility and Security Groups
 - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- ☐ **Meet arriving fire and police personnel**
 - ✓ Be certain to take school Crisis Response Box.
 - ✓ Identify the location of fire, smoke, explosion or gas smell.
 - ✓ Advise locations of injured or trapped persons.
 - ✓ Provide last known location of any missing persons.
- ☐ **Establish Unified Command with emergency response officials.**
- ☐ **Determine if it is necessary to:**
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is safe to re-enter the buildings.**

Teachers/Staff

- ☐ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- ☐ **Implement Evacuation procedures**
 - ✓ Use a secondary route if the primary route is blocked or hazardous
 - ✓ Close, but do not lock, doors when leaving
- ☐ **Inform the school office/school Incident Commander of the emergency**
- ☐ **Following evacuation:**
 - ✓ Account for all students and check for injuries
 - ✓ Immediately report any missing, extra or injured students
- ☐ **Wait for additional instructions**

Bomb Threat Procedures

If you should receive a call with a bomb threat or any kind of threat, please familiarize yourself with the following procedures:

1. Note the time of the call.
2. Was the caller male or female, try to detect an age of the caller.
3. What details did they give you about the bomb:
 - a. Location
 - b. Time it's supposed to happen
 - c. Where are they calling from
 - d. Is the caller serious or joking
4. Note any kind of background noise.
5. Ask them how they know about the bomb.
6. As soon as the call is complete, please notify an administrator.
7. If you are unable to reach an administrator by telephone, please dial **extension 4102**, security code **555#**. This emergency number will go to the AP secretary. If the phone is not answered by the second ring, it will then automatically start ringing on 10 other phones until someone answers the call.
8. The administration, along with the school's Police Officer and/or Probation Officer will determine the validity of the threat and the necessary decisions to protect the safety of students and staff.

Bomb Threat Procedure

(Response Procedure on Page 3 may also be applied to “Suspicious Objects”)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- **Introduction**
- **Assessing A Bomb Threat**
- **Call Taker Instructions/Telephone Bomb Threat Report**
- **Response Procedures**
- **Bomb Search Procedures**

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "***Telephone Bomb Threat Report***" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
- ☐ **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.

If threat is deemed credible:

 - ✓ Establish a command post at least 400 feet from campus buildings.
 - ✓ Ensure that it is away from automobiles, refuse containers or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- ☐ **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

- ☐ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.
- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ☐ Report suspicious objects to the school Incident Commander as soon as possible.
- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ☐ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ☐ If you relocate, report your new location and reason for move as soon as possible.
- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ **Follow normal Shelter-In-Place procedures.**
- ☐ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ☐ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ☐ **Take all other steps outlined in the section “IF EVACUATING” above.**

BOMB SEARCH PROCEDURE

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?**
- 2. Is there anything out of place?**
- 3. Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- ☐ **TEACHERS:** Classrooms.
- ☐ **PHYSICAL EDUCATION TEACHERS:** Gym, locker rooms, and related halls.
- ☐ **LIBRARIANS:** Library, storage rooms, and any associated areas.
- ☐ **CAFETERIA PERSONNEL:** Kitchen, cafeteria, and storage areas.
- ☐ **CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.
- ☐ **BUS DRIVERS:** Buses and any bus related facilities on campus.
- ☐ **ADMINISTRATIVE PERSONNEL:** Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.

- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.
- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:

1. Remain calm and politely advise the caller:

“I am a student. Please hold while I get an adult to talk to you.”

2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back



TELEPHONE BOMB THREAT REPORT FORM

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.
Try to get the attention of another staff member to listen-in on the call with you.

Today's Date _____/_____/_____		*SEE NOTE AT BOTTOM OF FORM.			
Call Information - (Can be completed after call)					
Date of call:	Time of call:	Duration of call:	Phone number called:		
	☐		()		
Name of person receiving the call:		Phone number to call for follow up:			
		()			
Questions for caller: Try to ask these questions IN ORDER (1-9) and document key points of responses.					
1. When will the bomb explode?	4. What does the bomb look like?	7. Why did you place the bomb?			
2. Exactly where is the bomb located?	5. What will cause the bomb to explode?	8. What is your name and phone number?			
3. What kind of bomb is it?	6. Did you place the bomb?	9. Where are you now?			
Document exact wording of threat:					
Description of caller: (Listen closely to help identify.)					
If caller's number appears on your phone, write it here:	Gender of caller: ☐ Male ☐ Female ☐ Unknown	Approximate age of caller:	If voice sounds familiar, who does it sound like?		
Other clues: (Listen closely and check all that apply.)					
Voice	Speech	Language	Behavior	Background Noise	
☐ Clean	Accented	Educated	Agitated	Airport	Quiet
☐ Distorted	Deliberate	Foreign	Angry	Animals	Restaurant
☐ Hoarse	Distinct	Foul	Blaming	Baby	Static
☐ Loud	Fast	Intelligent	Calm	Birds	Street Noise
☐ Muffled	Hesitant	Irrational	Clearing Throat	General Noise	Talking
☐ Nasal	Lisp	Rational	Crying	Guns Firing	Tavern/Bar
☐ Pitch-High	Slow	Slang	Fearful	Gymnasium	Television
☐ Pitch-Med	Slurred	Taped/Recorded	Intoxicated	Machinery	Traffic
☐ Pitch-Low	Stuttered	Uneducated	Laughing	Motor	Train
☐ Pleasant	Other:	Unintelligible	Nervous	Music	Typing
☐ Raspy	If Accented,	If Foreign,	Self-Righteous	Party	Water/Wind
☐ Smooth	Describe:	Describe:	Other	PA System	Other
☐ Soft					
☐ Squeaky					
☐ Unclear					
☐ Other					

***If the CALL TAKER is a student, the student should:**

1. Remain calm and politely advise the caller:
"I am a student. Please wait a moment while I get an adult to talk to you."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

Crisis Procedures: Rolling Blackouts

If a rolling blackout is called that affects our campus, our primary concern will be for student and staff safety. If a blackout is called it will probably be for a short duration, approximately one hour. If we are affected by a power outage, please follow these guidelines:

1. Keep your students in your class under your supervision in a calm environment. Please do not send your students out of your classroom. If you have a student who has unique health needs that may be impacted by the power outage, please send that student, along with another student to walk with them, to the nurse's office.
2. Open your classroom door and utilize as much natural light as possible.
3. Please keep your students in your class with you until directed to release them. We will use **AIR HORNS** for bells if they are not working.
4. School probably will not be dismissed because of a blackout. By the time the buses got here to take students home, the power interruption would probably be over and there would not be enough time to notify parents that we were sending their student home.
5. Food Services have contingency plans for serving meals in the event of a blackout.

Hopefully, if a rolling blackout occurs, it will be called after school hours. However, if it is called during class time; please keep your students in your classroom under your direct supervision. This is the safest environment for them during a power outage. A power outage, obviously, can be very disruptive and will require that we adjust while continuing to maintain appropriate supervision of our students.

Evacuation/School Closure:

A school closure or evacuation may be required for a number of reasons including a power outage, severe weather including heavy rain or snow, a chemical spill, an extensive gas leak, a bomb threat, a wild fire in the surrounding chaparral or forests, or notification by emergency personnel that an evacuation is required or in the best interest of the students.

EVACUATION: Upon hearing the FIRE ALARM, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.

- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report any missing students to the principal or employee in charge.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

SCHOOL CLOSURE PROCEDURES:

- Office personnel will establish a phone tree within the office, and call for student pick up by a person on the authorized list of each student's enrollment form.
 - Office personnel will call the public media to announce closure. IT MAY BE NECESSARY TO USE CELL PHONES DUE TO POWER OUTAGE.
 - Office personnel will release students to parents who come to pick up their children using the every-day SIGN-OUT procedures.
 - Teachers will stay with their students until all students have been picked up or appropriate arrangements have been made by the administration for students not picked up.
 - If necessary, an assembly area will be set up for students remaining at the school.
- If necessary, the student sign-out area will be moved from the school office and located as close to the assembly area as is practical. In this case, every student released will be recorded on the Student Release Form.

Site Emergency Procedures For Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency (as appropriate and agreed upon at the students previous IEP).
4. The Site Safety Specialist (or administrative designee) is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

This assignment will be continuous throughout the year due to student movement

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell person where you are going, obstacles you encounter.
- ☐ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ☐ Turn lights on/off to gain person's attention -OR-
- ☐ Indicate directions with gestures -OR-
- ☐ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ☐ Evacuate these individuals as injured persons.
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Use a sturdy chair (or one with wheels) to move person -OR-
- ☐ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options. (utilization of Evac chairs is recommended as appropriate in these instances)
- ☐ Reunite person with the wheelchair as soon as it is safe to do so.

Emergency Telephone Numbers

These emergency telephone number should be kept in a location that is immediately accessible in case of an emergency. This information will be updated annually and be provided to key individuals.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	559-688-2021
Fire Department	East: 559-684-4360 (Admin) or 684-4361 North: 559-684-4363 West: 559-684-4362
Local Police Department	559-686-3454
Sheriff Department	559-733-6211
Tulare Regional Medical Center	559-688-0821
Kaweah Delta Hospital	559-624-2000
California Highway Patrol	559-734-6767
English Radio Station 580 KMJ Radio	559-490-5858 or 1-800-776-5858
Spanish Radio Station	559-622-8703
SCE	1-800-655-4555
Southern California Edison	1-800-655-4555
Water	559-684-4324
Gas Company	1-800-427-2000
American Red Cross	559-732-6436

District Management Team Emergency Contacts

First	Last	Site	Title	Cell Phone #	Home Phone #
Tony	Rodriguez	DO	Superintendent	559 901-9458	559 686-1580
Dr. Lucy	Van Scyoc	DO	Asst Superintendent, Curriculum	559 679-7192	559 688-4663
Barbara	Orisio	DO	Asst Superintendent, HR	559 303-8408	
Tammy	Aldaco	DO	Asst Supt/Student Services	559 679-0377	
Vivian	Hamilton	DO	Director of Business Services	559 901-5427	559 366-7011
Daniel	Pierotte	DO	Director of Facilities	559 754-6146	
Donny	Trimm	DO	Director of Technology	559 280-5584	559 688-3929
Bobby	Richardson	DO	Director of Transportation	559 759-4492	
Janet	Stephens	DO	Director of Food Services	559 631-3185	
Jason	Edwards	DO	Director of Special Education	559 303-0716	
Carrie	Nelson	DO	Nurse	559 331-2455	
Lupe	Aguilera	DO	Child Welfare & Attendance	559 827-1278	
Denise	Douglas	DO	Coordinator of Educ Technology	559 302-8222	
Courtney	Hendrickson	DO	AVID Coordinator	559 329-5525	
David	McAllister	DO	Techn Curriculum Specialist	559 631-0351	
Michelle	Nunley	TU	Principal	559 799-6994	559 685-1010
Roger	Robles	TU	Assistant Principal	559 713-6742	559 972-2799
Shanelle	Hererra	TU	Dean of Students	559 280-8939	
Chandalin	Champlin	TU	Dean of Students	559 816-5691	
Terry	Langlie	TU	Head Counselor	559 331-5331	559 686-2339
India	Leal	TU	Counselor	559 624-0790	559 909-4636
Jose	Marquez	TU	Counselor	559 445-0886	
Michelle	Potts	TU	Counselor	559 731-5812	559 735-0227
Miguel	Torres	TU	Counselor	559 901-9712	559 627-0208
Liliana	Avila	TU	Counselor	559 471-6816	
Diana	Hatton	TU	Athletic Director	559 679-9286	
Lolly	Garcia	TU	Psychologist	559 960-7339	
Kevin	Covert	TW	Principal	559 967-4159	559 687-1430
Sara	Morton	TW	Assistant Principal	559 786-0346	
Leandra	Garcia	TW	Assistant Principal/Counseling	559 679-3088	
Rudy	Carrasco	TW	Dean of Students	559 694-1306	559 564-3324
Angela	Martinho	TW	Dean of Students	559 303-1165	
Arturo	Magallanes	TW	Counselor	559 300-9940	
Cecilia	Moraza	TW	Counselor	559 303-7341	
Katherine	Nunes	TW	Counselor	559 329-5116	559 303-4286
Lizabeth	Prado	TW	Counselor	559 625-5733	
Ana	Rivera	TW	Counselor	559 625-5733	

Tulare Union High School – Safety Plan 2019-20

Michelle	Gill	TW	Counselor	559 730-8806	
Michael	Powell	TW	Athletic Director	559 901-6054	
Stephanie	Gutierrez	TW	Psychologist	559 905-9582	
Michele	Borges	MO	Principal	559 303-0968	
Stephanie	Dietz	MO	Assistant Principal	559 572-6373	
Rachel	Chapman	MO	Assistant Principal/Counseling	559 250-4166	
Luis	Cobarruvias	MO	Dean of Students	559 553-3976	
TBD	----	MO	Dean of Students	-----	
Erika	Holguin	MO	Counselor	661 638-2507	
Jennifer	Padilla	MO	Counselor	661 778-8362	
Alejandra	Sanchez	MO	Counselor	559 827-8018	
Bertha	Tello	MO	Counselor	559 917-1681	559 313-3878
David	Terrel	MO	Athletic Director	559 331-0026	
Gretchen	Vander Tuig	MO	Psychologist	559 331-1890	
Steve	Ramirez	Alt Ed	Principal	559 936-4245	559 635-4668
Richard	Torrez	Alt Ed	Dean of Students	559 905-8933	
Susan	Meadows	Alt Ed	Psychologist	559 999-0527	559 981-2563
Liz	Rocha	Alt Ed	Counselor	559 679-3355	559 991-6043
Dereck	Domingues	SVCharter	Principal	559 269-9383	
Veronica	Covert	SVCharter	Counselor	559 967-4160	
Larriann	Torrez	TAS	Director	559 920-0664	
Rosa	Vargas	TAS	Counselor	559 445-1691	
Sylvia	Silva	TAS	Director of Vocational Nurse Ed	559 731-4882	
Wendi	Powell	ACHS	Principal	559 901-5622	
Sara	Zakarian	ACHS	Dean of Students	310 279-8713	
Abel	Loza	ACHS	Counselor	559 361-3790	
Roxanne	Bernard	ACHS	Psychologist	559 496-9991	
Dan	Dutto	Farm	Director Ag Program	559 331-7091	

Feeder School Emergency Contact List 2019-20

Primary Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work Cell #:	Email Address:
Buena Vista School District	Carole Mederos	Supt/Principal	559 732-7162	559 686-9470		cmaderos@buenavista eagles.org
Liberty School District	Keri Montoya	Supt/Principal	559 786-3349			kmontoya@liberty.k12.ca.us
Oak Valley Union School Dist	Heather Pilgrim	Superintendent	559 903-8546	559 687-1945		h.pilgrim@oakvalleyschool.org
Palo Verde Union School Dist	Phil Anderson	Superintendent	559 972-8804	None		phil@palo-verde.k12.ca.us
Pixley Union School Dist	Montgomery Dunbar	Superintendent	559 631-5871			mdunbar@pixley.k12.ca.us
St. Aloysius	Holly Zamora	Principal	559 972-6207	559 686-6250		hzamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	559 972-7320	559 686-0436		terri.rufert@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	559 804-6611			sbettencourt@tipton.k12.ca.us
Tulare Joint Union HS District	Tony Rodriguez	Superintendent	559 901-9458	559 686-1580		tony.rodriguez@tulare.k12.ca.us
Tulare City School District	Brian Hollingshead	Superintendent	559 967-8219	559 685-0933	559 805-9465	bhollingshead@tcsd.k12.ca.us
Waukena Jt Union School Dist	Deanna Cardoza	Superintendent		559 686-3328		deannac@waukena.k12.ca.us

Alternate Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work Cell #:	Email Address:
Buena Vista School District	Dana Milanesio	Business Manager	559 936-2845	559 688-6182		dmilanesio@buenavista eagles.org
Liberty School District	Terri Shirk	Business Manager	559 280-1333			tshirk@liberty.k12.ca.us
Oak Valley Union School Dist	Matt Bixler	Principal	661-303-4522			kelli.ruby@oakvalleyschool.org
Oak Valley Union School Dist	Marvin Sanders	MOT Director	559 719-0821			
Palo Verde Union School Dist	Rose Machado	Assistant Principal	559 358-0998	559 688-0800		
Pixley Union School District	Joel Munoz	Director, Maint & Oper	559 936-2381			Rmachado@palo-verde.k12.ca.us
St. Aloysius	Lani-Kay Silva	Bookkeeper		559 688-1796	559 686-6250	lsilva@sastulare.com
Sundale Union School District	Cindy Gist	Principal	559 331-4092			cindy.gist@sundale.org
Tipton School District	Stacey Bettencourt	Principal	559 804-6611			sbettencourt@tipton.k12.ca.us
Tulare City School District	Philip Pierschbacher	Asst Supt/Personnel		559 687-9521	559 805-9370	ppierschbacher@tcsd.k12.ca.us
Tulare Jt Union HS Dist	Barbara Orisio	Asst Supt/HR	559 303-8408			barbara.orisio@tulare.k12.ca.us
Tulare Jt Union HS Dist	Tammy Aldaco	Asst Supt/Student Services	559 730-6329			tammy.aldaco@tulare.k12.ca.us
Tulare Jt Union HS Dist	Lucy Van Seyoc	Asst Supt/Curriculum	559 679-7192			lucy.vanseyoc@tulare.k12.ca.us
Waukena Jt Union School Dist	Loretta Myers	Business Manager	559 740-8175			lorettam@waukena.k12.ca.us

Feeder School Emergency Contact List 2019-2020

Feeder School:	Name:	Title:	Phone:	Email Address:
Buena Vista School District	Carole Mederos	Superintendent/Principal	686-2015	cmederos@buenavistaeagles.org
Liberty School District	Keri Montoya	Superintendent/Principal	686-1675	kmontoya@libertyk12.ca.us
Liberty School District	Jason Vander Tuig	Vice-Principal	686-1675	jvandertuig@liberty.k12.ca.us
Oak Valley Union School District	Heather Pilgrim	Superintendent	688-2908	h.pilgrim@oakvalleyschool.org
Palo Verde Union School District	Philip Anderson	Principal/Superintendent	688-0648	phil@palo-verde.k12.ca.us
Pixley Union School District	Montgomery Dunbar	Superintendent	757-5207	mdunbar@pixley.k12.ca.us
Pixley Union School District	Erika Cortez	Principal/Pixley Middle	757-3018	ecortez@pixley.k12.ca.us
St. Aloysius	Holly Zamora	Principal	686-6250	hzamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	688-7451	terri.rufert@sundale.org
Sundale Union School District	Cindy Gist	Principal	688-7451	cindy.gist@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	752-4213	sbettencourt@tipton.k12.ca.us
Tulare City School District	Brian Hollingshed	Superintendent	685-7212	egist@tcsd.k12.ca.us
Tulare City School District	Paula Adair	Director of Student Services	685-7221	padair@tcsdk8.org
Tulare City School District		Director of Curriculum	685-7210	
Tulare City School District	Joyce Nunes	Director, Business/Spec Ed	685-7206	jnunes@tcsdk8.org
Tulare City School District	Philip Pierschbacher	Asst Supt, Personnel	685-7227	ppierschbacher@tcsdk8.org
Tulare City School District	Debbie Portillo	Principal/Cherry Ave	685-7320	dportillo@tcsdk8.org
Tulare City School District	Michelle McPhetridge	Principal/Live Oak	685-7310	mmcphetridge@tcsdk8.org
Tulare City School District	Mark Thompson	Principal/Los Tules	687-3156	mthompson@tcsdk8.org
Tulare City School District	Tracey Jenkins	Principal/Mulcahy	685-7250	tjenkins@tcsdk8.org
Tulare City School District	Terri Martindale	Principal/Alpine Vista	687-3135	tmartindale@tcsdk8.org
Waukena Jt. Union School District	Terri Lancaster	Superintendent	686-3328	terril@waukena.k12.ca.us
Tulare Joint Union High School District Office Administrators				
Tulare Joint Union High School Dist	Tony Rodriguez	Superintendent	688-2021	tony.rodriguez@tulare.k12.ca.us
Tulare Joint Union High School Dist	Lucy Van Scyoc	Asst Supt, Curric, Tech, Assess	688-2021	lucy.vanscyoc@tulare.k12.ca.us
Tulare Joint Union High School Dist	Tammy Aldaco	Asst Supt, Student Services	688-2021	tammy.aldaco@tulare.k12.ca.us
Tulare Joint Union High School Dist	Barbara Orisio	Asst Supt, HR	688-2021	barbara.orisio@tulare.k12.ca.us
Tulare Joint Union High School Dist	Jason Edwards	Director, Special Ed	687-7351	jason.edwards@tulare.k12.ca.us
School Site Administrators				
Tulare Union High School	Michelle Nunley	Principal	686-4761	michelle.nunley@tulare.k12.ca.us
Tulare Union High School	Terry Langlie	Head Counselor	686-4761	terry.langlie@tulare.k12.ca.us
Tulare Western High School	Kevin Covert	Principal	686-8751	kevin.covert@tulare.k12.ca.us
Tulare Western High School	Leandra Garcia	Asst Prin, Counseling	686-8751	leandra.garcia@tulare.k12.ca.us
Mission Oak High School	Michele Borges	Principal	687-7308	michele.borges@tulare.k12.ca.us
Mission Oak High School	Rachel Chapman	Asst Prin, Counseling	687-7308	rchapman@tulare.k12.ca.us
Alternative Education	Steve Ramirez	Principal	687-7400	steve.ramirez@tulare.k12.ca.us
Sierra Vista Charter	Dereck Domingues	Principal	687-7384	dereck.domingues@tulare.k12.ca.us
Accelerated Charter	Wendi Powell	Principal	687-7303	wendi.powell@tulare.k12.ca.us

Student Care Emergency/Disaster
Sign-Out Roster Form for Emergency/Disaster Preparedness

Please complete upon release of a child from an emergency/disaster evacuation site.
 A best practice recommendation is to have only one person/staff release the children program wide.

Program Roster Childs Name	Class	Time Picked Up	Picked Up by Whom	Destination
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				

Prevention of Illness and Communicable Diseases:

School Personnel are expected to incorporate the instruction of ways to prevent the spread of the common cold, flu, and other communicable diseases. This includes the teaching of appropriate hand washing techniques, good sleeping, exercise, and eating habits, procedures for disposing of contaminated tissues, and appropriate techniques to use for coughing, sneezing, etc.

Medical Emergencies:

Accidents:

I. Check –What happened (fall, fight, sport injury, etc.)?

- Do not move victim if a fall from significant height has occurred
- Assess victim for bleeding
- If unconscious, check for breathing and pulse

II. Call – For assistance from adult office personnel

- Use radio
- Send a pair of students – direct them to return and report to whom they gave information.

III. Care – First aid as necessary until help arrives.

- Do not carry a child to the office. Get an office chair with wheels for transport.
- Office personnel shall give first aid if needed.
- If, in the judgment of the office personnel the victim needs additional emergency care, the Emergency Card on file will be used in order to reach a parent or an authorized person to pick up the child and/or access further medical assistance.
- In the event that the injury is serious and needs immediate attention and/or the victim's parent or other authorized persons on the Emergency Card cannot be reached, office personnel are authorized to call 911 for emergency assistance.
- An Accident/Incident report will be completed and filed, and a copy sent with the victim.

Illness - General:

I. Check – Patient's temperature should be taken; an overall assessment of the student made by communication with the student and observation by the caregiver.

II. Call – Parent will be called if student has a fever of 100 degrees or higher; has sore throat or cough; has symptoms that impede learning at school; has symptoms that indicate he/she is contagious to others in the school environment.

III. Care – Patient should be isolated from peers and made as comfortable as possible.

The student's emergency information should be accessed and followed. If no contact can be made to have the child picked up, the school office staff will keep the child in the health office, and if warranted, contact the physician listed on the emergency to determine the most appropriate course of action.

Illness – Communicable Diseases:

The same procedure as those for General Illnesses (above) is to be followed.

Cases of certain communicable diseases must be reported to other families whose children attend the same class and the Clubhouse childcare program. The following diseases must be reported and necessary precautions taken immediately: Meningitis, strep, scarlet fever, infectious hepatitis, head lice, scabies, measles and mumps. The school office will send out the appropriate exposure notices, and direct the Clubhouse to send home the appropriate exposure notices as well.

Automated External Defibrillator



Automated External Defibrillators (AEDs) needed to diagnose life-threatening cardiac arrhythmias and ventricular tachycardia and treat a patient through the application of electrical therapy, which stops the arrhythmia, allowing the heart to re-establish an effective rhythm.

AED Locations on campus:

- 1. Administration Hallway**
- 2. Nurse's Office**
- 3. West Gym**
- 4. Pool**
- 5. Bob Mathias Stadium**
- 6. Athletic Training Room**
- 7. Softball Field Concession Stand Building**
- 8. Baseball Storage Area (will be placed soon)**

AED Trained

- 1. Roger Robles**
- 2. Diana Hatton**
- 3. Joe Torres**
- 4. Martha Garcia**
- 5. Amy Bailey**

Air Pollution

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each district will be informed by the Regional or County Superintendent to abide by each standard:

AQI Values	Health Categories	Cautionary Statements for 8 – Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy Red Flag	Active children and adults, people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion

When notified of an AIR POLLUTION episode, Superintendent or Designee will:

1. Instruct employees to minimize strenuous physical activity.
2. Cancel any events requiring the use of vehicles.
3. Urge employees to minimize the use of vehicles.

Bus Accident Procedure

Bus Driver:

- ☐ Protect student passengers from injuries and the bus from further damage.
- ☐ Turn off the ignition, remove the key and activate the hazard lights.
- ☐ Check for conditions that could cause a fire.
- ☐ If conditions are safer outside the bus than inside, evacuate the bus.
- ☐ Do not leave students unattended or unsupervised.
- ☐ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- ☐ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- ☐ Do not discuss details of the accident with media.
- ☐ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- ☐ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- ☐ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- ☐ Dispatch a school representative to the accident location.
- ☐ School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- ☐ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- ☐ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- ☐ Ensure any special health information or medication for any injured student is sent to the hospital.
- ☐ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- ☐ Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- ☐ Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

Severe Weather Procedure

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until campus can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate an the “Off-Campus Evacuation” procedure.

Off-Campus Evacuation Procedure Template (Modeled after other Emergency Procedures in Crisis Response Plan)

Purpose:

The Off-Campus Evacuation Procedure is used to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

Administration:

- ☐ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.
- ☐ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- ☐ Determine the appropriate pre-designated relocation site and evacuation route.
- ☐ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- ☐ The school Incident Commander or designee will obtain the “*Off-Campus Evacuation Sites*” form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- ☐ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- ☐ Implement procedures for setting up the bus evacuation staging area.
- ☐ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- ☐ Direct staff to move students to the evacuation staging area for loading onto buses.
- ☐ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- ☐ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- ☐ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

Teachers and staff

- ☐ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
 - ✓ Ensure special needs students and staff are assisted. Request help if needed.
 - ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- ☐ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- ☐ Maintain control of your class.
- ☐ While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the Incident Commander or Student Accountability Group or other designee upon arrival.
- ☐ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may also be asked to implement the Teacher Buddy system and assist in staffing the site.

Off Campus Evacuation Relocation Sites

- ☐ Zumwalt Park
- ☐ First Baptist Church
 - 469 North Cherry Street
 - Contact Person: Alexis Armenta (559) 686-0004
 - Open; Monday- Thursday 9:00-5:00PM. Closed; Fridays

Utility Loss or Damage Procedure

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

Gas Leak - INDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100’, more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of campus and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- ☐ If problem is in, or on, a school building and there is smoke or threat of fire:
 - ☐ Evacuate the building(s).
 - ☐ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

Suspension and Expulsion Policies

TULARE JOINT UNION HIGH SCHOOL DISTRICT

LEGAL CODE REGARDING STUDENT DISCIPLINE: EDUCATION CODE 48900 AND CONSEQUENCES

ALL PUPILS ENROLLED IN STATE PUBLIC SCHOOLS HAVE THE INALIENABLE RIGHT TO ATTEND CLASSES ON SCHOOL CAMPUSES THAT ARE SAFE, SECURE, AND PEACEFUL. A pupil shall be suspended from school or recommended for expulsion if the Superintendent or the Principal or the Principal's designee of the school in which the pupil is enrolled determines that while under the jurisdiction of the school, the pupil has:

- A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission to possess the item from a certified school employee, which is concurred in by the Principal or the designee of the Principal.
- C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or being detected in the immediate area (motel room, vehicle, etc.) of any controlled substance, alcoholic beverage or intoxicant while under the responsibility of the school and with knowledge of the presence of the substance.
- D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and 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. Stolen 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.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. 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.
- 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.
- L. Knowingly received stolen school property or private property.
- M. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- N. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

P. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

R. Engaged in an act of bullying, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. Any student found to engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically towards a pupil or school personnel shall be suspended and a mandatory police report is made.

Bullying consists of one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.

S. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

T. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

U. As used in this section, "school property" includes, but is not limited to, electronic files and databases.

V. A superintendent of the school district 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.

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

.2 – engaged in sexual harassment

.3 - hate violence

.4 - harassment, threats, intimidation against a pupil or group

.7 – made terroristic threats against school officials or school property

A PUPIL WILL BE SUSPENDED OR EXPELLED for any of the above acts when that act is related to a school activity or school 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.

NEW LEGISLATION requires school personnel to contact the police department for any violation involving alcohol or drugs.

Policy for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). The following email is provided to inform all teachers (4) four times each school year:

SAMPLE EMAIL:

Dear Staff,

The district is using Google Forms to notify teachers of the pupils that have been subject to suspension or expulsion. Please note, when taking attendance, a red “SSA” will appear next to the name of a student that has violated Education Code 48900 in the previous three (3) years - this information is also updated immediately after an offense has occurred. If you wish to know what code violations were committed, Technology created a 48900 report that is linked to the student password lookup. Attached is a link that will walk you through the process of looking up student password, or accessing the new 48900 report. You may also contact the Assistant Principal at your site if you have questions regarding a student.

<https://docs.google.com/document/d/1fwfs2GN-T3eBX35VUYECKnw3ye6XqaNrWK9pxAwrDAU/view>

Please complete the attached Google Form at your earliest convenience. A receipt will be sent when you complete this task.

Thank you in advance for your cooperation.

**TULARE UNION HIGH SCHOOL
HOME OF THE TRIBE**

755 East Tulare Ave.
Tulare, CA 93274
(559) 686-4671 Phone
(559) 687-7369 Fax

To: ALL CERTIFICATED STAFF
From: **Assistant Principal's Office**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- (C-1) possessed/sold/furnished firearm
- (C-2) brandished a knife at another person
- (C-3) sold a controlled substance
- (C-4) committed/attempted to commit sexual assault or sexual battery
- (C-5) possession of an explosive
- (A-1) caused serious physical injury to another person (needed medical attention)
- (A-2) possessed any knife or other dangerous object
- (A-3) possessed a controlled substance
- (A-4) committed robbery or extortion
- (A-5) committed assault or battery upon a school employee
- A – altercations, fights
- B – sold/furnished a knife or dangerous object
- C – use/under influence or possession of a small amount of drugs or alcohol
- D – Look alike substance (offered/tried to sell)
- E – attempted to commit robbery or extortion
- F – caused/attempted to cause damage to school or private property
- G – stole/attempted to steal school or private property
- H – possessed or used tobacco or nicotine products
- I – committed an obscene act or engaged in habitual profanity or vulgarity
- J – possessed drug paraphernalia
- K – disruption of school activities or defiance
- L – knowingly received stolen property
- M – possession of an imitation firearm
- O – harassed/threatened/intimidated a complaining witness
- P – offered or sold/attempted to sell prescription drug Soma
- Q – engaged/attempted to engage in hazing
- R- engaged in act of Bullying
- S – aiding or abetting in the infliction of physical injury
- .2 – engaged in sexual harassment
- .3 - hate violence
- .4 - harassment, threats, intimidation against a pupil or group
- .7 – made terroristic threats against school officials or school property

If you have any questions or want more information, please contact the Assistant Principal's office.

Discrimination and Harassment Policy

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

California's Education code specifically prohibits discrimination and harassment against students and staff in schools on the basis of ethnic group identification, race, national origin, religion, color, mental or physical disability, actual or perceived sexual orientation or gender identity. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act. An important part of this intent is to prevent sexual harassment in the work and educational setting.

The Tulare Joint Union High School District will not condone, permit, or tolerate sexual harassment of employee or students in any manner whatsoever. Persons engaging in such harassment may be subject to discipline up to and including discharge or expulsion. Tulare Western High School will not tolerate sexual harassment of any student by any other student or district employee. Any case of harassment should be reported immediately to a school administrator.

Sexual Harassment Definitions

“Sexual harassment” means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
- (2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.
- (3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- (4) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school district.

“Verbal sexual harassment” includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

“Physical sexual harassment” includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

“Visual sexual harassment” includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

“Educational environment” includes, but is not limited to, the following:

- (1) The campus or school grounds.

- (2) Properties controlled or owned by the school district.
- (3) Off-campus, if such activity is sponsored by the school district or is conducted by organizations sponsored by or under the jurisdiction of the school district.

Sexual harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, the California Fair Employment and Housing Act and its regulatory guidelines, the California Education Code and District Board Policy.

Violation of this policy shall constitute, generally, just and reasonable cause to discipline, up to and including termination or expulsion, and shall constitute, specifically, persistent violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the governance of the District by the Board of Education of the Tulare Joint Union High School District under Education Code section 44932, subdivision (g).

COMPLAINT PROCESS: Employees or students believing that they have been subjected to sexual harassment or other forms of discrimination should bring his/her complaint to the attention of his/her immediate supervisor or the District's Affirmative Action Officer at the District Office, his/her teacher, counselor or school administrator.

Internal: To accommodate the unique nature of sexual harassment complaints, an internal process is provided for the primary purpose of resolving a complaint at the earliest possible date while protecting the confidentiality of the parties. In order to do this, the District Personnel Division will commence an investigation of each and every claim as expeditiously as possible following receipt. As part of this investigatory process, the District will:

- a) If the complainant is not satisfied with an informal attempt to resolve the matter and wishes to pursue it more formally, obtain a factual written statement of the complaint for the District Superintendent, his designee, or other department heads, site managers, etc., as required on a need-to-know basis.
- b) Obtain from the Associate Superintendent, Personnel, or his designee, authorization to investigate the complaint, review factual information collected to determine whether the alleged conduct constitutes sexual harassment — giving consideration to the record as a whole and the totality of circumstances — including the nature of the sexual advances and the context in which the alleged incidents occurred. At all times, information will only be shared on a need-to-know basis and confidentiality will be protected.
- c) Counsel the individuals involved and outline options available to them.
- d) Take or authorize appropriate action as defined by the Associate Superintendent, Personnel.
- e) Report to the individuals directly involved in the case as to the findings of any investigation and action taken.

- External:
- a) If the complaint is not adjusted to the satisfaction of the employee or student in the internal complaint process, Title IX or other complaint forms are available for filing a formal complaint.
 - b) Depending on the circumstances of the complaint, any steps of the internal process may be waived and the external process initiated at the appropriate step.
 - c) As an alternative to these procedures, employees may contact the Office of California Department of Fair Employment and Housing (DFEH)

Employees or students should initiate complaints in a timely fashion. It should be noted that the District wishes to know of any complaint alleging sexual harassment as soon as possible after it occurs.

It is unlawful for the District to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment or academic decisions, fail to treat impartially in the context of any recommendation for subsequent employment or decisions in regard to academic conditions or otherwise deny any employment or academic benefit to an individual because that individual has filed a complaint alleging harassment.

Efforts will be made to protect the privacy of parties involved in the complaint process and will be shared only on a need-to-know basis and will not be considered public record or otherwise available to the general public.



Tulare Joint Union High School District

Transgender and Gender Nonconforming students

Ensuring Equity and Nondiscrimination

DISTRICT GUIDE

Purpose: The purpose of this district guide is to advise schools regarding issues relating to transgender and gender nonconforming students in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

The guide does not anticipate every situation that might occur. It does offer suggested approaches to specific instances when the protections or the Safety of transgender and gender nonconforming students may come into question.

Definitions: The following definitions apply:

“Transgender students” refers to students whose gender identity is different than from their sex at birth, and whose gender expression is different from the way males or females are expected to look or behave.

“Gender identity” refers to one’s understanding, interests, outlook, and feelings about whether one is female or male, or both, or neither, regardless of one’s biological sex.

“Gender expression” refers to the way a person expresses her or his gender, through gestures, movement, dress and grooming.

“Gender Nonconforming Students” refers to students that have a gender expression that does not conform with stereotypical expectations, for example, “feminine boys,” “masculine girls,” and students who are androgynous. Another example might be the boy who comes to school in clothing that some might perceive as “girls,” or the girls that might be perceived as “boys”.

Note: The definitions provided are not meant to label a student but are intended as functional descriptors.

Guidelines: The following guidelines will be followed in the district:

Issues of Privacy:

All persons, including students, have a right to privacy; this includes keeping a student’s transgender status private. Therefore, school personnel will not disclose

a student's transgender status to others, including parents, and/or other school personnel, unless there is a specific "need to know."

Whenever discussing a particular issue such as conduct, discipline, grades, attendance, or health with a transgender or gender nonconforming student, focus on the conduct or particular issue, and not on any assumptions regarding the student's actual or perceived gender identity. When school personnel must contact the parents of a transgender or gender nonconforming student, "best practice" will dictate that the student should be consulted first to determine an appropriate way to reference the student's gender identity.

Official Records:

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil and the pupil's sex. The District will change a student's official records to reflect a change in legal name or gender that has been changed pursuant to a court order. If a student indicates to school personnel that he or she wishes to be addressed by a name corresponding to his or her gender identity, that name may be entered in the "Alias" field of Aeries. This will serve to inform teachers of the name to be used when addressing the student.

Names/Pronouns:

Students are to be addressed by a name and pronoun that corresponds to the gender identity that the students consistently assert at school. Students may request to be addressed by their "preferred name" (and preferred pronoun) that corresponds to their identity without obtaining a court order or without changing their official records. This reference guide acknowledges that inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur, but it does not condone an intentional and persistent refusal to respect a student's gender identity.

It is strongly suggested that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at conferences with the student's parents. In cases where students and parents may be in disagreement about the name and pronoun to be used at school, school administrators may refer families to appropriate outside counseling services.

Restroom Accessibility

Schools may maintain separate restroom facilities for male and female students. At the discretion of the school administrator, a student may be provided access to a restroom facility that corresponds to the gender identity that the student consistently asserts at school. If the student and administrator feel that there is a reason or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative

restroom such as a single stall “unisex” restroom or the health office restroom. In all instances, decisions about alternative restroom use should be governed by the school administrator’s judgment concerning the safety and best interests of the student in question.

Locker Room Accessibility

Schools may maintain separate locker room facilities for male and female students. Schools may, however, provide a student access to a locker room facility that corresponds to the gender identity that the student consistently asserts at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:

1. Use of a private area (i.e., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor’s office in the locker room, or a nearby health office restroom).
2. A separate changing schedule (either utilizing the locker room before or after the other students).

Sports and Physical Education Classes

Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Participation in competitive athletic activities and contact sports are to be resolved on a case-by-case basis and follows CIF regulations.

Dress Codes

Dress code should be applied uniformly to all students. However, a transgender and/or a gender nonconforming student has the right to dress in accordance with the gender identity that the student consistently asserts at school, within the constraints of the school’s dress code, as it relates to health and safety (e.g. prohibitions on wearing gang symbols, regalia, and apparel).

Transferring a student to another school

School sites must ensure that transgender or gender nonconforming students are being provided a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence that threatens students is given immediate attention (i.e. investigating the incident, and, if appropriate, determining and enforcing corrective actions). In general, schools should endeavor to keep transgender or gender nonconforming students at their school site.

Although the remedy or response to a transgender or gender nonconforming student who is being discriminated against or harassed should not be an “automatic” opportunity transfer to another school, the request for a school transfer shall follow all established district policies on Intra-district transfers.

Schools may not offer a transfer to another school on the inaccurate assumptions that a transgender or gender nonconforming student “should expect to be harassed,” or “has brought the harassment upon themselves by being open about their gender identity.”

Discrimination/Harassment

Complaints alleging discrimination or harassment based on someone’s actual or perceived transgender or gender nonconforming identity are to be handled in the same manner as other discrimination/harassment complaints.

The Tulare Joint Union High School District strives to provide a safe and secure environment at all sites. Staff and administrators will treat every student as the gender with which he or she identifies, protect the safety and privacy of all students, and aggressively combat all forms of illegal discrimination. The district will ensure to educate the school community of these guidelines.

Grievance Procedure for Harassment and Discriminatory Intimidation

PURPOSE:

To define the Tulare Joint Union High School District's policy on the prohibition and prevention of harassment and discriminatory intimidation in District employment and academic status or progress.

DEFINITION:

Harassment, as differentiated from sexual harassment, includes acts by one or more persons on another that repeatedly torment, pester, persecute, or otherwise persistently trouble to the point of causing extreme anxiety, frustration, anguish or fear of harm. These acts may be physically or verbally threatening as would be determined by a reasonable person's standard.

It is the intent of the District to provide a working and educational environment for all individuals which is free of harassment and discriminatory intimidation whether based on race, color, religion, sex, age, national origin, handicap or veteran status. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act.

The District will not condone, permit or tolerate harassment or discrimination against employees or students in any manner whatsoever. Persons engaging in such harassment or discrimination may be subject to discipline up to and including discharge or expulsion.

The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of harassment or discriminatory intimidation, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The District acknowledges and respects student and employee rights to privacy. Harassment and intimidation complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential, except to the extent necessary to carry out the investigation or proceedings as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The District recognizes that informal conferences can often lead to an early compromise agreeable to all parties in a dispute. Whenever all parties to a complaint agree to try resolving their problem through an informal process, the Superintendent or designee shall determine the process before beginning a formal compliance investigation.

The procedure for filing and investigating complaints is as follows:

Step 1 - Filing of Complaint:

Any individual, public agency or organization may file a written complaint of alleged intimidation or harassment. The complaint shall be presented to the Superintendent or designee, who will then give it to the administrator assigned to complaint investigations. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint.

Complaints alleging unlawful discriminatory intimidation may be filed by a person who alleges that he/she personally suffered unlawful discriminatory intimidation or harassment, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discriminatory intimidation or harassment. The complaint must be initiated no later than six months from the date when the alleged intimidation occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation:

Within ten days of receiving the complaint, the investigating administrator shall informally discuss with the complainant the possibility of an informal meeting between the complainant and the employee named in the complaint. If all parties agree to meet, the investigating administrator shall make all arrangements for this process.

If the informal process does not resolve the problem within the parameters of law, the investigating administrator shall proceed with his/her investigation of the complaint.

Step 3 - Investigation of Complaint:

The investigating administrator shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful, informal attempt to resolve the complaint. This meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the investigating administrator and the complainant may ask other individuals to attend this meeting and provide additional information.

When the investigation is completed, the findings will be communicated to the complainant. If not satisfied with the results of the investigation, the complainant will be told of his/her right to bring harassment or discriminatory intimidation cases before the Department of Fair Employment and Housing or the Board of Trustees in closed session.

**Tulare Joint Union High School District
Tulare Union High School
Dress and Grooming Policy**

Administrative Regulation 5132(a)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

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

In addition, the following guidelines shall apply to all regular school activities:

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency, safety, and good taste as deemed appropriate by school administration.

1. Footwear must be worn at all times
2. Any apparel, jewelry, accessory, notebook, backpack, or manner of grooming, which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in gangs, advocates drug use, violence, disruptive behavior or is offensive is prohibited. A behavior contract is enforced based on gang associated activities.
3. Caps and hats are not permitted on campus. From November 1st to March 1st, beanies will be allowed outdoors and must be:
 - Free of designs other than district/school logos
 - Free of any gang affiliation
 - Free from advocating any alcohol, drug, or tobacco product

Any beanie not deemed appropriate by a school administrator will be confiscated.

Upon approval by site administration and for sun protection, students are allowed to wear a full brim hat that is constructed of cotton or canvas material, capable of being folded up while in the classroom. These hats must be:

- Free of any type of logo or writing
 - Solid white or khaki color
 - Removed upon entering building
4. See-through, bare midriff, fishnet blouses, spaghetti strap tops (straps must be one (1) inch or wider), low cut, revealing tops, muscle shirts, strapless tops, off-the-shoulder and undershirts are prohibited. Shirts cut low under the arm will not be acceptable. No student may wear clothing that contains words that are suggestive or has suggestive

- double meanings of lewdness, obscenity or vulgarity. Clothing advertising alcohol, drug or tobacco products is prohibited.
5. The length of shorts must be within the bounds of decency and in good taste as appropriate for school. All shorts, skirts, and skorts must reach mid-thigh. Biker shorts shall not be worn as outer garments.
 6. Any clothing, hairstyle, piercings, or styles of dress that may cause a threat, have a negative effect, or disrupt the educational process will not be permitted.
 7. Shirts must be worn at all school activities including sporting events. Bare midriffs will not be allowed.
 8. No baggy or sagging clothes are permitted. Pants must fit at the waist, hips, crotch and thighs. Belts must be tucked into the pant loop. No inappropriate holes or frays will be permitted.
 9. Bandannas are not allowed at school or at school-sponsored events.
 10. Towels, T-shirts, folded shirts or any other clothing article cannot be worn around the neck, draped over the shoulder, or hanging from the pocket.
 11. Heavy chains that may pose a danger are prohibited.
 12. Sports jerseys are not allowed on campus other than those with district/school logos effective 2014-2015.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

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

(cf. 5121 - Grades/Evaluation of Student Achievement)

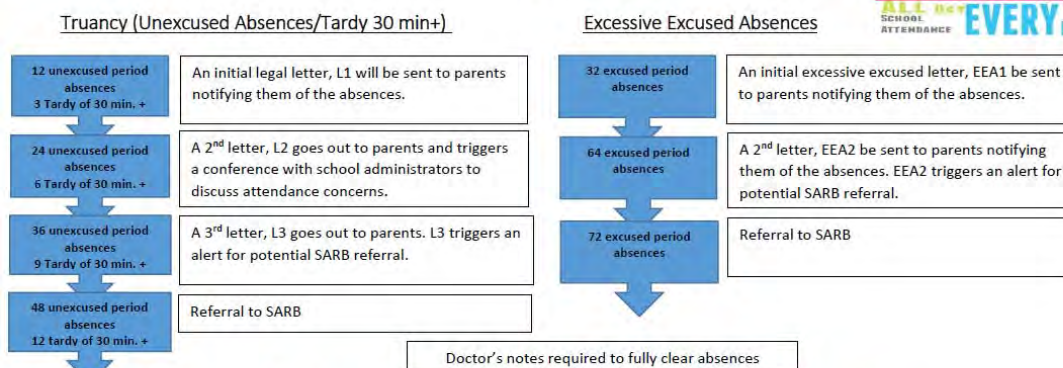
The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

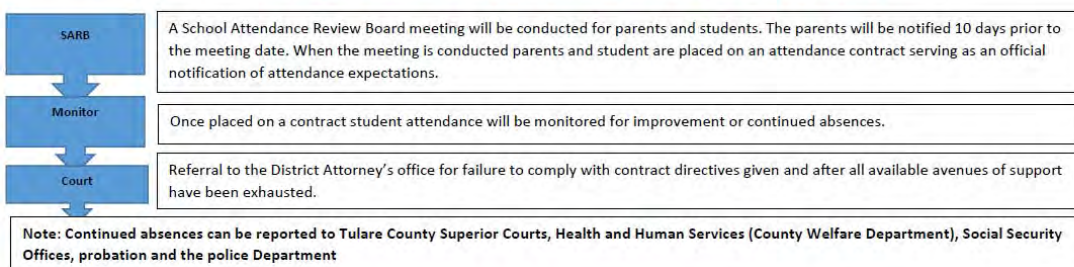
At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

TJUHSD Attendance/SARB Process for Parent:



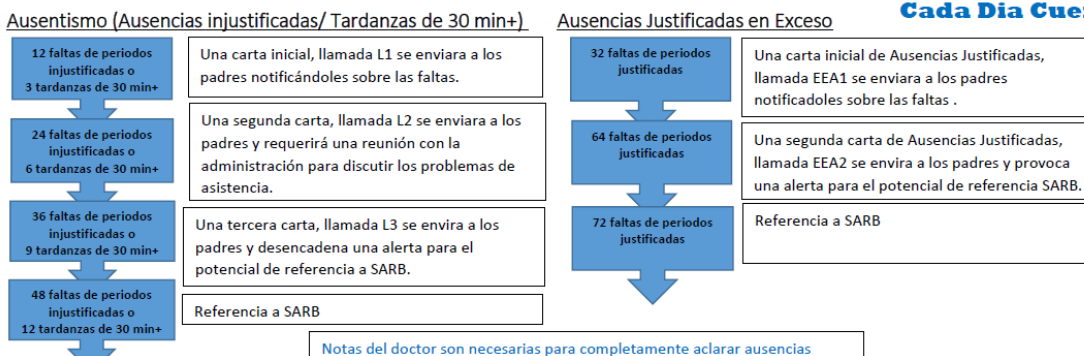
Student Attendance Review Board (SARB) Process



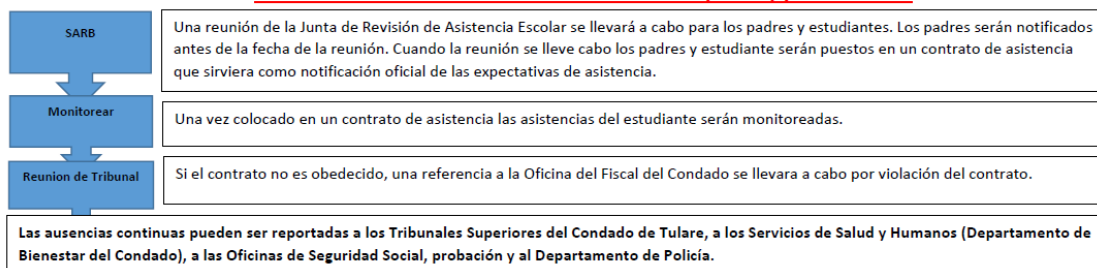
All Absences Subject to the California Department of Education Ed Code Laws

Ed Code. 48263. If any minor pupil in any district of a county is a habitual truant, or is irregular in attendance at school, as defined in this article, or is habitual insubordinate or disorderly during attendance in school, the pupil may be referred to a school attendance review board or to the probation department for services if the probation department has elected to receive these referrals.

TJUHSD Asistencia/Proceso de la Junta de Asistencia Escolar (SARB) Para Padres



Proceso de la Junta de Asistencia Escolar (SARB) para Padres



Todas las ausencias están sujetas a las Leyes Del Código Educativo del Departamento de Educación de California

Código Ed. 48263. Si cualquier alumno menor en cualquier distrito de un condado es un ausente habitual, o es irregular en la asistencia a la escuela, tal como se define en este artículo, o es habitual insubordinado o desordenado durante su asistencia a la escuela, el alumno puede ser referido a una escuela junta de revisión de asistencia o al departamento de libertad condicional para servicios si el departamento de libertad condicional ha elegido recibir estas referencias.

Safe Ingress and Egress Procedures

Safe Ingress/Egress of Pupils, parents, and school Employees

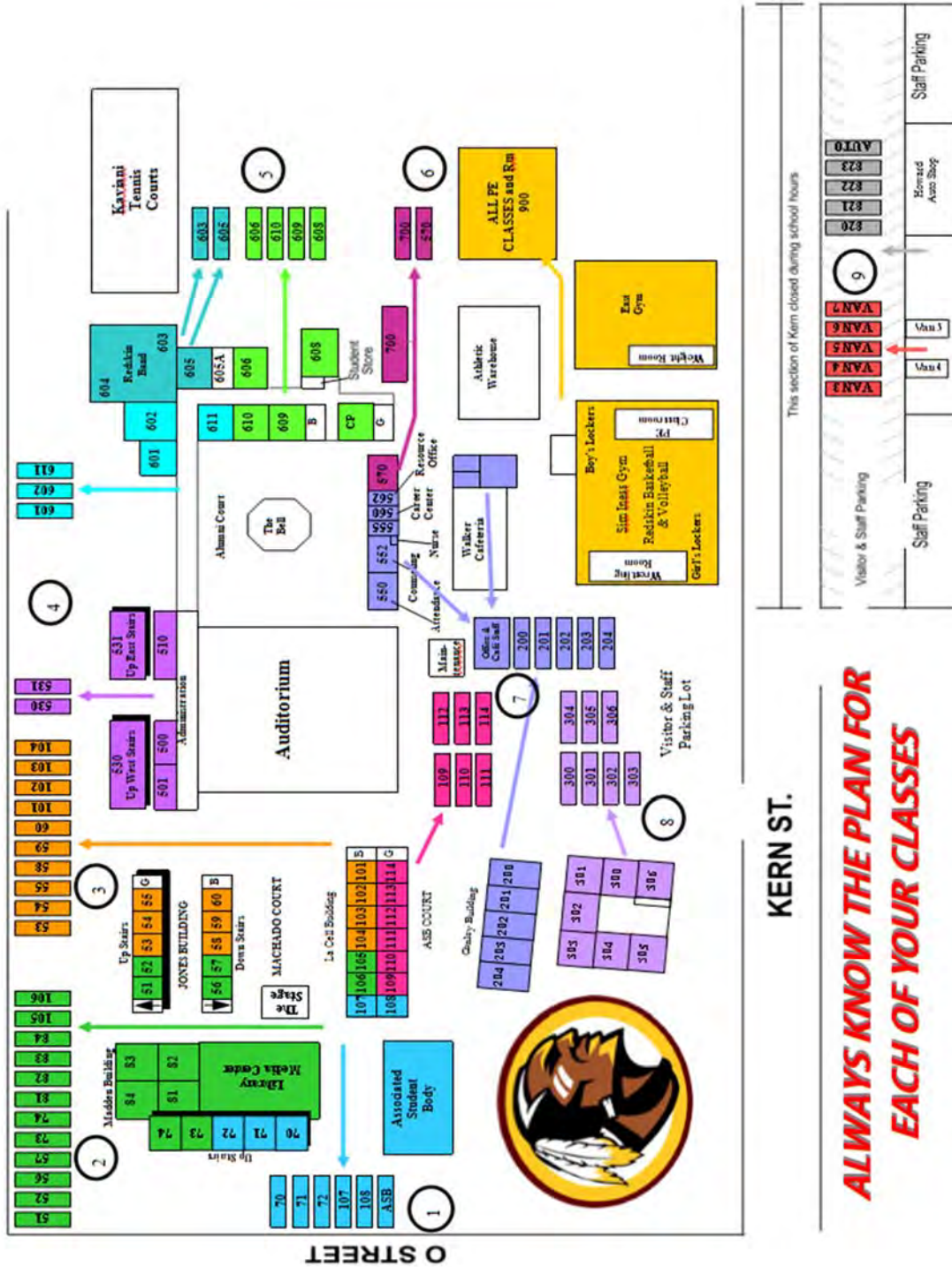
Safety of students, parents, and school personnel begins with the access to the school site. The following District rules have been instituted to support a safe environment for all:

All visitors entering our campus are to sign in at the Kern Street gate.

All students are to exit and enter vehicles at the designated areas.

Tulare Union High School is a Modified Closed Campus. Juniors and Seniors are able to leave at lunch. Sophomores who meet graduation and attendance requirements are allowed Spring Semester to leave campus. Freshmen are not allowed. Students are not to leave the school campus unless they are being picked up by a parent or authorized person whose name appears on the student's emergency card on file in the school office/on Aeries, or unless a notification is given by the parent in writing. Acceptance of a facsimile with the parent's signature may be approved by the school administration in emergency situations.

Tulare Union High School Campus Map



Ensuring a Safe and Orderly Environment: School Climate

At Tulare Union High School, we take great pride in having a safe and secure campus. Here are a few guidelines regarding school safety that all Tulare Western students are expected to follow:

Any kind of threat made on our campus by anyone, either verbally or in writing, will be considered a very serious issue. Both the school and the police will become involved in the case. The admin team will utilize the Threat Assessment model to determine what kind of threat was made, the seriousness of the threat, the validity of the threat, and what necessary steps should be taken next. If necessary, the student may be suspended from school and the situation investigated for possible expulsion from the school district. Threats of any kind have no place on our campus.

It is against the criminal law and school law to bring any kind of weapon to school. This includes any kind of knife. The education code allows for a student to be expelled from school for bringing a weapon or any kind of dangerous object onto a school campus, if other means of correction cannot be successful. Expulsion will occur if a weapon or any dangerous object is found in the student's possession, in their backpack, in their locker, or in their car parked on campus. Furthermore, any student found in possession of a weapon or dangerous object will be arrested by the police.

We advise students to not jeopardize themselves of their education by violating either of these two guidelines.

We also ask for assistance and cooperation by communicating to a staff person if students hear or see anything that could threaten the safety of others on campus.

With everyone working together, our goal is that Tulare Western High School will continue to maintain a safe and secure campus.

School Climate Data Analysis

<u>Priority Area</u>	<u>Data Source</u>	<u>Justification</u>
Priority One: Gang Awareness/Prevention	Climate Survey Staff Observations Referrals Suspensions	Gangs are prevalent in Tulare County and in Tulare County, schools and gang awareness and prevention have become a priority. Our goal is to keep the influence of gangs off of campus to keep students safe, and to create positive experiences for all students. All staff must realize the many reasons students join gangs and come up with prevention strategies programs, and services.
Priority Two: Bullying Awareness/Prevention	Student Survey Climate Survey Staff Observations Sprigeo Reporting Mental Health Workshops Project Z	Creating and maintaining safe learning and social climate is crucial in ensuring all students have an equal opportunity for success. Bullying affects students' lives inside and outside of school. With the pervasiveness of technology, bullying is becoming more prevalent and harder to prevent. Parents are encouraged to attend the mental health meetings to discuss what can be done with regards to family awareness and support. Project Z is an anti-bullying campaign with author and activist Gabriella Van Rijj.
Priority Three: Drug/Alcohol Awareness Prevention	Counseling Referrals Suspensions Expulsions Student Input Class Action Friday Night Live Interquest-Canine YSB Recovery Resources Mental Health Workshops Community Service Athlete Drug Testing	Statistics show that there is a high rate of teens involved in drugs and alcohol. Our goal is to keep students involved in curricular and extracurricular activities to develop a strong sense of pride, school ownership, and self-worth along with a detection process (canine) to deter the involvement in drugs and alcohol in student lives. Parents are encouraged to attend the mental health meeting to discuss what can be done with regards to family awareness and support. In accordance with current changes in Education Code, and as part of the PBIS program being developed, TUHS is increasingly implementing community service/restorative justice options as a method in dealing with discipline issues.
Priority Four: Increase the Physical Security of the Campus	Student Survey Climate Survey Staff Observations PBIS ALiCE Training	In keeping with the TJUHSD priority of creating and maintaining safe schools, the physical security of the campus will be increased by expanding upon existing efforts in order to provide a secure environment conducive to student learning. In addition, TUHS administration feel the safety of the campus would be increased by further developing a culture of courtesy, trust, respect, in which student feel comfortable reporting detrimental activity to trusted staff members. The development and implementation of our PBIS program in the 2013-2014 school year will help to foster this positive atmosphere at TUHS. Administration and Maintenance are also working with District officials to expand the number and coverage of the campus security camera system.

School Climate Action Plan

School Climate

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: Continue reducing incidents relating to gang activity by 5% by the end of the 2019-20 school year with the intention of reducing the incidents every year.

Activities: Implementing intervention and prevention programs such as Reconnecting Youth, Turning Point counseling sessions, YSB group sessions, campus chaplains talking to students, and SRO/admin meeting with students one-on-one or group settings. Last year saw SRO assigned full time to the campus. Creating an effective, consistent strategy (training on detection and reporting) that staff is familiar with and uses to combat gang involvement. Creating staff gang awareness to have a more vested interest in gang members in hopes of creating positive relationships and reducing gang involvement. Increasing parent awareness about gangs and involving them, and the community, in prevention, especially if their child is affiliated. The implementation of a school wide PBIS program will also work toward creating an environment that is not conducive to overt gang activity and will allow for students to feel comfortable reporting any activity.

Goal Two: To create a bully and harassment free school.

Objective Two: By compiling results from school climate surveys and WASC data, a significant increase in the feelings of student safety was measured.

Activities: Bully awareness and training of staff, the identification of a bully and the immediate intervention, counseling services, creating a way for students to anonymously report harassment, and creating student awareness through rallies, self-esteem builders, and coping skills. Implementation of Sprigeo software to report bullying from computer (internet) generated information. This information is reported to administration anonymously. Project Z or Zero Tolerance for Bullying was created by TUHS ASB to make students aware of the problem of bullying on campus and its effects. In conjunction with international author and activist Gabriella Van Rijj, Project Z seeks to create a school climate in which bullying is not acceptable and it is ok for a student to report it, to not be a bystander. PBIS will also reinforce the expectations of campus behavior and reduce the incidents of bullying. The implementation of PBIS lessons will also help convey an anti-bullying message to students.

Goal Three: Drug/Alcohol Awareness Prevention

Objective Three To reduce the amount of drug and alcohol related incidents at TUHS by 10% by the end of the 2019-20 school year.

Activities: Tulare Union will utilize the services of Recovery Resources and Tulare Youth Services Bureau to help speak to students who have had drug and alcohol related incidents as well as students who are identified at risk of using drugs and alcohol. The district has contracted with Interquest, a canine-search company that comes on campus and randomly searches for drugs and alcohol among other items. The counseling department is communicating with parents to attend the mental health meetings to discuss what can be done with regards to family awareness and support. PBIS will also reinforce the expectations of campus behavior and reduce the incidents of drug and alcohol use and encourage the reporting of any incidents by witnesses. Student athletes will be randomly tested throughout their season of sport by Recovery Resources. Students who test positive for drugs will complete a 6 weeks drug and alcohol intervention program.

Action Plan

School Climate

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: Reduce the number of students affiliated with gangs by 10% and reduce incidents relating to gang activity by 10% by the end of the 2019-20 school year with the intention of reducing the incidents every year.

Goal Two: To create a bully and harassment free school.

Objective Two: By analyzing results from student surveys and SPRIGEO reports at the end of each school year.

Goal Three: Drug/Alcohol Awareness and prevention

Objective: To reduce the amount of drug and alcohol related incidents at Tulare Union High School by 20% at the end of the 2019-20 school year.

Goal Four: Strengthen student self-respect and student relationships to school and staff.

Objective: To provide numerous opportunities for students to get involved in school, build relationships with other students and staff, and to take pride in their campus.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Reconnecting Youth Program	ongoing	Terry Langlie/ Chandalin Champlin	County Grant		Ongoing
Recovery Resources/YSB Counseling	ongoing	Terry Langlie	Alcohol Prevention Funding/Student Funding		Ongoing
Comprehensive Plan/Strategy	ongoing	Roger Robles Chandalin Champlin Shanelle Herrera	N/A	Staff is currently exploring preventative strategies	Ongoing
Advisory Group	Fall 2019	Roger Robles	N/A	Partnership with county personnel in developing a student advisory group	Ongoing
Staff Awareness	ongoing	Roger Robles	N/A	Continuous updates and awareness of student gang involvement currently exploring staff training options	Ongoing
Student Survey	Fall/Spring 2019-20	Michelle Nunley	N/A		Y
Project Z	Ongoing 2019-20	Michelle Nunley Mark Hatton	Safety Grant	School created initiative	Ongoing

Link Crew Activities	Ongoing 2019-20	Brandon Price Eric York	District	N/A	Ongoing
Staff Training	Ongoing	Roger Robles District Office	N/A	N/A	Ongoing
Counseling Services	Ongoing	Terry Langlie	N/A	N/A	Ongoing
Sprigeo	Ongoing	Roger Robles Chandalin Champlin Shanelle Herrera	Safety Grant	Updates and identification on students bullying activities	Ongoing
PBIS	Ongoing 2018-2019	Roger Robles Chandalin Champlin Jordan Lapadula	Safety Grant, Dropout Prevention Grant	District-wide behavior program tailored to each site	Ongoing
Student Athlete Drug Testing	Ongoing	Roger Robles	Safety	Weekly Drug Tests through Recovery Resources	Ongoing
Active Shooter Education - ALiCE	Fall/Spring 2019-20	Roger Robles	Safety Grant	Updates and options to create awareness to an active shooter on campus.	Ongoing

Ensuring a Safe and Orderly Environment: Physical Environment

At Tulare Union High School, we take great pride in having a safe and secure campus. Listed below are steps that Tulare Union High School implements to ensure safety on the campus:

- Tulare Union High School facilities and infrastructure are up to date with state and federal regulations.
- Tulare Union High School has 97 surveillance cameras with 6 desktop video monitoring stations. The areas monitored are in the Administration Building, West Campus, East Campus, Stadium, and the parking areas. Administration and Campus Police Officer has access and been trained on the computer monitoring system.
- Administration, Campus Supervision, Police Officer, Security Guard's and Maintenance department are all equipped with hand held radios and two base stations to communicate any issues regarding, monitoring, securing, or maintain school grounds and buildings. In 2012 another security guard was added to monitor day to day activities on campus. Tulare Union has an SRO on campus five days per week to monitor and assist administrative staff on campus.
- Tulare Union High School has all perimeter gates locked after school begins, save one which is monitored at all times by security personnel, who monitor students who leave during class for other classes on other campuses and at lunch, and more importantly, greets, assesses, and monitors visitors to the campus. Students must show their student ID to be allowed off campus. All staff (including substitute teachers) are required to wear an ID while on campus and visitors cleared by security are issued temporary passes to be worn during their visit. Students who are late to school also have their ID cards scanned by our Scanned Student Identification Card Authorization (SSICA) to ensure they are students at Tulare Union High School

We also ask for assistance and cooperation by all Tulare Union High School stakeholders to communicate any defects or issues they may see to administrative staff which could threaten the safety of others on campus.

With everyone working together, our goal is Tulare Union High School will continue to maintain a safe, secure, and well-maintained campus.

Action Plan

Physical Environment

Goal One: To create a monitored and controlled system for people who enter and depart campus through a single point of entering and exiting during school hours.

Objective One: Develop a controlled entryway in which visitors on campus will need to enter an entry controlled building to gain entry onto campus.

Activities: In summer 2019, construction began on a new building on campus which will be situated towards the front of the school. This new entry point will be equipped with a buzzer controlled door so that all visitors on campus will need to meet with the school receptionist before they are allowed entry onto the campus. Visitors will also need to sign in and provide identification upon entry. The building is scheduled to open in spring 2020.

Goal Two: Install a school wide intercom or PA system.

Objective Two: Installation of school wide intercom system and implementation of its use in safety procedures including codes for different safety related events.

Activities: Recent nationwide incidents of school violence have made school safety a priority of the Tulare Joint Union High School District and Tulare Union High School. Significant efforts have already been implemented toward making the TUHS campus a safe and secure environment. Recent collaboration with the Tulare Police Department in preparation for Active Shooter Training at the campus highlighted the need for a working public address system for the school. In an emergency, a public address system would be invaluable in alerting the staff of the danger and what procedures they are to follow. A new intercom system has been installed campus wide during the 2015-2016 school year. This intercom system allows for school wide messages to be sent over it, as well as important safety information. The installation of the intercoms has also allowed for the creation of safety codes to be used school wide for various events.

Action Plan

Physical Environment

Physical Environment

Goal One: To create a monitored and controlled system for people who enter and depart campus through a single point of entering and exiting during school hours.

Objective One: Objective One: Complete the design of phase of a building to house a controlled entry point onto campus.

Goal Two: Install at school wide intercom or PA system.

Objective Two: At the beginning of the 2017-18 school year, administration and maintenance will planned for the installation of a public address and/or intercom system with its use incorporated into the Safety Planning for the campus. The system is now in place, but modifications are continuously being made to improve communication.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Create constantly monitored single point of entry and exit during school hours	Ongoing	Roger Robles Philip Hampton	N/A	Single point of access, Kern St. gate security monitored during school hours	Y
System for monitoring and controlling people entering campus	Ongoing	Roger Robles	N/A	Security greets and assesses all campus visitors, issues passes	Y
Installation and maintenance of PA and intercom systems	ongoing	Phillip Hampton Evan Lawler	Safety Funds	Equipment identification by school/district staff.	Y
Threat Assessment Procedure Staff Training	Ongoing	Roger Robles	N/A	Initial training in threat assessment procedures, team members, and roles. Revisit periodically.	Y
Active Shooter Education	ongoing	Roger Robles	Safety Grant	Updates and options to create awareness to an active shooter on campus.	Ongoing

Policies and Procedures

Policy/Procedure	Compliance Y/N	Comments	Next Steps
Child Abuse	Y	Follow county regulations and board policy.	Report to Tulare County CPS. File written report.
Disaster/Crisis/ Earthquake	Y	Conduct disaster drills. That is monitored by Tulare Police and Fire Department.	Continue drills annually.
Suspensions and Expulsions	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Notification of Dangerous Pupils	Y	Receive information from county probation agencies.	Continue to adhere to rules and regulations annually.
Discrimination and Harassment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Dress Code	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe Ingress and Egress	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe and Orderly Environment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Rules and Procedures on Discipline	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Hate Crimes (bullying)Reporting	Y	Follow site rules, regulations and district policy.	Continue adherence annually.

Evaluation of Action Plan

Effort and Process:

- Number of staff, students, families and others involved
- Number of hours
- Number of meetings

Impact:

- Reductions in:
 - School Crime
 - Suspensions
 - Expulsions
 - Referrals
 - Truancy
 - Negative perceptions
- Increase in:
 - Academics
 - Attendance
 - Positive climate
 - Positive outcomes

Appropriate Programs and Strategies that Provide School Safety

Tulare Union High School safety program involves a wide range of administrators, counselors, teachers, and school staff that support the safety and welfare of all students.

Tulare Union Safety Staff:

Michelle Nunley, Principal
Roger Robles, Assistant Principal
Terry Langlie, Assistant Principal-Counseling
Chandalin Champlin, Dean of Students
Shanelle Herrera, Dean of Students
India Leal-Counselor
Jose Marquez-Counselor
Michelle Potts-Counselor
Liliana Avila-Counselor
Miguel Torres – Counselor
Vince Medina, Campus Police Officer
Brenda Aguayo, Assistant Principal Secretary
Alejandrina Elizalde, Attendance Clerk
Kimberlie Mendoza, Attendance Clerk

Campus Supervision Team (teachers):

Rusty Range
Mark Hatton
Mike Sterling
Darren Bennett
D.J. Bennett
Genaro Casas
Ryan Hogg
Craig Cummings
Tim Elick
Tom Kellogg
Brandon Price
Juan Alvarado
Courtney Hendrickson
Kelly Lawler

Other Staff:

Eulalia Garcia, District Psychologist
Juan Alvarado, Reconnecting Youth Teacher

Safety procedures are addressed and implemented every school year through handbooks, campus newsletter, and Freshman Orientation. The Campus Police Officer works with school administration, counseling, and the Campus Security Team to monitor and enforce school rules and regulations which includes supervision before school, breaks, lunch, and after school. Radios are used to ensure immediate communication with teachers, students, and staff at Tulare Union High School.

Administration and Counseling address issues on a student by student basis and work to promote safety and academic success at Tulare Union High School. Duties include monitoring and reinforcement of the requirements of school academic progress and school behavior.

If students need further assistance with behavior or issues, the District Psychologist, outside counseling, and reconnection youth program are utilized to try to provide the most qualified intervention program for all Tulare Union students. Students are also assigned counseling sessions with Recovery Resources counselor, TYSB counselor, or administration for follow up in physical altercations, threats, and/or conflict resolutions.

If counseling, discipline and intervention methods do not assist students on campus, referrals can be used to transfer students to alternative education sites in the district.

Students are required to carry a Student Identification Card at all times to purchase food, to be allowed to leave campus, to use the bus to be shuttled to other campuses in the district, and to attend school activities that occur after school hours.

Visitors who come to the Tulare Union campus must check in with security, are given an identification tag with their name on the tag, and directed to their destination where they sign in.

Tulare Union has a camera system in place to monitor persons that come in and out of the administration building.

See campus supervision schedule for 2019-20 below.



Supervision Team 2019-20

Roger Robles	Assistant Principal
Shanelle Herrera	Dean of Students
Chandalin Champlin	Dean of Students
SRO Medina	School Resource Officer
Security Tony Avila	Security Guard
Security Aide Walton	Security Guard
Security Henry Brewer	Security Guard
Counselor (1 st 20mins)	Counselors rotate every 9 weeks.
Counselor (1 st 20mins)	Counselors rotate every 9 weeks.
Rusty Range	County Special Ed
Mark Hatton	ASB Director / History Teacher
Mike Sterling	Woodshop Teacher
Courtney Hendrickson	AVID / English Teacher
Brandon Price	English Teacher
Craig Cummings	English Teacher
Tim Elick	P.E Teacher
Ryan Hogg	Math Teacher
Darren Bennett	P.E. Teacher
Tom Kellogg	English Teacher
Kelly Lawler	English / Latin Teacher
Genaro Casas	ELD Teacher
D.J. Bennett	Resource Teacher
Juan Alvarado	Psychology / History Teacher

Firearms on School Grounds

Business and Noninstructional Operations

BP 3515.7(a)

FIREARMS ON SCHOOL GROUNDS

Cautionary Notice: SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Board of Trustees is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. *School grounds* include, but are not limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference: (see next page)

Discipline Procedures

Tulare Joint Union High School District

Discipline Code Summary

GENERAL AIMS

This summary of the revised Discipline Code of the Tulare Joint Union High School District is given to all of our parents and students. We want to make certain that students, parents and staff understand that school regulations governing discipline are based on written rules. Each staff member of the Tulare Joint Union High School District who works with students and parents has been given the opportunity to read and understand these rules and regulations.

This Discipline Code clearly spells out unacceptable actions by students against persons or property. It is also designed to protect the constitutional rights of students. In recent years the courts have emphasized the constitutional principle that students do have certain rights when they attend our schools. Such rights include freedom of expression, speech, and equal educational opportunity. Along with these rights come additional responsibilities on the part of the students. The staff of the school system will work with the students to help them understand their rights and responsibilities and to grow to maturity with additional respect for fairness, justice and truth.

When students are suspended or expelled from school or school activities, we take this action to protect the physical safety of other students or staff or to ensure that classroom instruction is continued without interference. The general safety, well-being, and educational goals of all students must be considered along with the rights and responsibilities of each individual.

Before a student can be suspended, a hearing by local school officials must be given to each student who has been accused of violating the Discipline Code. Parents or guardians must be notified by mail stating the specific acts for which the suspension was ordered. The parents will be invited to the school to discuss the matter.

California law permits suspension from school and school activities for a period of five days, except while waiting for action by juvenile court or the Board of Trustees, when time may be extended.

In expulsion cases, a full hearing is given to each student. This is held before a panel of administrators and teachers appointed by the Board of Trustees. The facts of each case are carefully reviewed in this hearing and findings from the administrative panel are presented to the Board of Trustees in executive session with a recommendation. Final action is taken by the Board of Trustees in open session.

The complete Discipline Code with its supporting data is a very long document. Copies are kept at each school and may be examined there by patrons and students. It is our hope that these rules and regulations will help our schools to carry on in the best tradition and without interrupting their main function - that of giving each student the best education possible. The complete California Education Code may be secured on the web at www.cde.ca.gov.

EXPECTED STUDENT BEHAVIOR

The Board of Trustees of the Tulare Joint Union High School District, in support of public education and the exercise of general supervision of the secondary schools of the District, believes that the conduct of students attending the high schools must establish an educational climate conducive for the furtherance of educational opportunities for youth and the promotion of learning.

To assure this aim, the people of the State have empowered local boards of education to regulate student conduct.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (E.C. 35291)

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (E.C. 48908)

There is a place and an appropriate educational program in our schools for every student interested in pursuing an education. The law requires attendance of youth between certain ages and the public has, through numerous legislative enactments, expressed its will that educational opportunities shall be provided for all.

RULES AND REGULATIONS

The following conduct is not permitted. Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, provided that a pupil may be suspended for any of the reasons enumerated in E.C.

Sections 48900 (a-s), 48900.2, 48900.3, 48900.4, 48900.7, 48901.5 and sections of 48915 upon a first offense.

a) The principal may recommend a pupil's expulsion for any of the acts enumerated in Section 48900 and in sections of E.C. 48915.

b) Upon recommendations by the principal or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated E.C. Sections 48900 (a-s), 48900.2, 48900.3, or 48900.4, 48900.7; and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others and that other means of correction are not feasible. The governing board shall order expulsion for violation of E.C. 48915 (c-1) to (c-5).

CAUSES FOR DISCIPLINARY ACTION

VIOLATIONS RELATING TO PERSONS

ABUSE / HARASSMENT, THREATS OR INTIMIDATION (physical or verbal attack on district employee or student) (E.C. 44810, 48900 (a)(1), (a)(2), 48900 i and o, 48900.4, 48900.7; P.C. 71)

ASSAULT AND BATTERY (assault or battery upon another student or upon school personnel; threat of force or violence toward school personnel, at any time or place related to school attendance or functions) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), 48915 (c-2), (a-1), (a-2), (a-5); P.C. 240-243, 245)

BUS CONDUCT (continued disorderly conduct or persistent refusal to submit to authority of the driver) (C.A.C. 14103)

DEFIANCE, DISRESPECT, ETC. (insubordination or defiance toward school employees, either in language or action) (E.C. 48900 k; 48908)

ELECTRONIC LISTENING OR RECORDING DEVICE (It is the students' responsibility to make sure that all devices, including cell phones, are turned off and secure during the official school day. use of all electronic communication devices, without prior consent of the principal, is prohibited. (E.C. 51512, 48901.5)

EXTORTION / ROBBERY (taking possessions from another person by threat or force) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), e and g, 48915 (a-4); P.C. 240, 241, 524)

FIGHTING (involvement in fighting either in groups, gangs, or as an individual on school premises or elsewhere under authority of school personnel) (E.C. 32210, 44807, 44810, 48900 (a)(1), (a)(2), 48915 (a-1))

FORGING (forging notes, signatures, excuses or other school documents) (E.C. 48900 k; P.C. 470)

GAMBLING (any betting, gaming played with cards, dice, coins, or other items of value is prohibited) (P.C. 330)

HAZING / HATE VIOLENCE (committing any act that injures, degrades, or disgraces any fellow student or person attending the institution) (E.C. 32050-32051; 48900 q; 48900.3; 233) (Ref. 610R Admin. Code and AB 1785. See definition of hate violence in KHSD Discipline Code)

KEYS (illegal possession, unauthorized use or duplication of keys to school buildings or premises) (P.C.469)

RECEIVING STOLEN PROPERTY (knowingly received stolen school property or private property) (E.C.48900 l)

SECRET CLUBS (membership on school campus prohibited) (E.C. 48900 k)

SEXUAL HARASSMENT / ASSAULT (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting)(E.C. 48900.2, 212.5, 48915 (c-4))

STEALING (stealing school property or from persons while on school property or at school sponsored events) (E.C. 19911, 35291, 44807, 48900 g; P.C. 484-485)

TARDINESS / TRUANCY (late to class; missing class(es) illegally) (E.C. 48260-48262)

VEHICLES (failure to observe posted traffic and parking regulations) (V.C. 21113, 42001)

OTHER OFFENSES (serious infractions of behavior standards, not identified above, inimical to the welfare of the school, including buildings, property, staff, students or other personnel during the school day or while in attendance at school functions) (E.C. 48212, 48900 (a)(1) to 48900 o, 48915)

VICTIMS OF VIOLENT CRIMES

Victims of violent crimes, while in or on school grounds, will have the option of an intra-district transfer. Incidents will be reviewed on a case by case basis to determine whether a student is the victim of a violent offense as provided for in the California *Penal Code*.

VIOLATIONS RELATING TO STUDENT DRESS

The District believes that appropriate dress and grooming contribute to a productive learning environment. 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 interferes with

the educational process. Clothing and personal adornment styles change frequently and any “dress code” which explicitly defines acceptable school wear quickly becomes outdated. Therefore, Tulare Joint Union High School District school administrators have utilized the following general guidelines to make case by case judgments regarding appropriateness of school attire.

GUIDELINES

DISRUPTIVE CLOTHING / ADORNMENTS (Any clothing or adornment which causes reactions by other students causing the teacher to lose the attention of the students, to modify or cease instructional activities, or to deal with student confrontations or complaints.)

SLOGANS, ILLUSTRATIONS (Slogans or illustrations which promote the use and/or glorification of drugs, alcohol or tobacco are not acceptable. Profane, vulgar, racial, ethnic or sexist slogans or illustrations on articles of clothing also are not acceptable.)

REVEALING APPAREL (Any see-through apparel or attire which does not cover undergarments is not acceptable.)

DANGEROUS ATTIRE (Attire which may be used as a weapon may not be worn -- e.g.: steel-toed boots, chains, items with spikes or studs.)

"COLORS" (The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes or advocates membership in a group or gang which advocates drug use, racial or ethnic disharmony, or which advocates violence or other disruptive behavior, is prohibited.)

UNSAFE APPAREL (Any attire or adornment which creates a safety hazard for the wearer or others is prohibited. Included within this criteria is the expectation that all students will wear shoes.)

SPECIFIC CLOTHING REQUIREMENTS (Specific learning activities in shops, labs, on-the-job training in business/industry, or co-curricular activities may have additional clothing and appearance regulations.)

CLEANLINESS (All clothing should be reasonably clean.)

CONSEQUENCES OF DRESS AND GROOMING VIOLATIONS

First Violation - Home contact and the violator will be requested to change clothing, hairstyle or cosmetic.

Second Violation - Home contact and alternative to suspension or suspension if student refuses alternatives.

Third Violation - Home contact and suspension.

VIOLATIONS RELATING TO STUDENT EXPRESSION

LEWD OR LASCIVIOUS ACTS (engaging in or performing lewd or lascivious acts on school grounds or at school sponsored activities) (P.C. 314)

PROFANITY / VULGARITY (continual or habitual use of profanity or vulgarity) (C.A.C. 300; E.C. 48900 I)

VIOLATIONS RELATING TO CAMPUS DISTURBANCE

FALSE FIRE ALARMS (willfully tampers with any fire alarm equipment or deliberately sounds a false fire alarm) (E.C. 48900 k; P.C. 148.4)

LOITERING (persons on school premises unlawfully) (P.C. 653 g)

PICKETING (persons posted to affect the school) (P.C. 407, 409)

SIT-INS, WALK-ONS, ETC. (violations of rules governing lawful assemblage on school grounds or at school events; failure to disperse) (PC. 407, 409, 416, 420 j, p, 626.2, 626.4, 626.6, 626.8)

TRESPASSING / FORCED ENTRY (trespassing or forced entry with respect to school buildings or school events) (E.C. 32210, 44810; P.C. 902 p, 626.8)

UNAUTHORIZED VISITORS (persons who come into any school building or onto any school ground or adjacent areas without lawful business thereon) (E.C. 44810; P.C. 626.8, 647 b, 653 g)

VIOLATIONS RELATING TO PROHIBITED ITEMS

ALCOHOL / INHALENTS (use or possession on school campus or at school sponsored events) (B. & P.C. 25608, 25658, 25662; C.A.C. 14251; E.C. 48900 c, 48915 (a-3); P.C. 647 e)

CHEMICAL SPRAYS (possession of or use of any chemical weapon) (E.C. 48900 b; P.C. 12403.7 (4))

DRUGS / NARCOTICS (use, possession or sale of narcotics or other hallucinogenic drugs or substances or any other controlled substances on school grounds or elsewhere under the authority of school personnel) (E.C. 48900 c, 48915 (a-3), (c-3); H. & S. C. 11350, 11353, 11354, 11357, 11359, 11361, 11377, 11378, 11380; P.C. 647 e)

Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in lieu of the substance. (E.C. 48900 d; H. & S. C. 11382)

DRUG PARAPHERNALIA (possession of, offered, arranged, or negotiated to sell drug paraphernalia) (E.C. 48900 j)

ELECTRONIC SIGNALING DEVICES (use of any electronic signaling device is prohibited during the official school day, except for health reasons when prescribed by a licensed physician and approved by school administration) (E.C. 48901.5)

TOBACCO (use or possession of tobacco or any products containing tobacco or nicotine products on school grounds or elsewhere while under the authority of the school) (E.C. 48900 h; 48901)

WEAPONS OR THREAT THEREOF (possession, sale or furnishing of any firearm (gun), knife, explosive, or other dangerous object of no reasonable use to the pupil at school, or at a school activity off school grounds) (C.C. 1714.1, 1714.3; E.C. 48900 b, 48915 (a-2), (c-1), (c-2); P.C. 245. 626.9, 626.10, 653 k, 12020, 12021.2, 12301)

Possession of an imitation firearm (gun). (E.C. 48900 m)

SEARCH AND SEIZURE (personal or private property on school grounds, adjacent to the school, or while under the authority of school personnel, is subject to search and seizure by school officials) (E.C. 493331; H. & S.C. 11364.7, 11471)

LASER POINTERS OR LASER DEVICES (possession, sale or the furnishing of any device that conducts a laser beam such as a laser pointer is strictly prohibited.) (E.C. 48900B)

VIOLATIONS RELATING TO PROPERTY

BOMB THREATS (false report that a bomb or other explosive has been placed in school buildings or on school grounds) (L.C. 3367; P.C. 148.1)

DEFACING OR DAMAGING SCHOOL PROPERTY (VANDALISM) (acts which endanger life of students, employees or visitors or result in damage to school buildings, school property including electronic files and databases or possessions of students, staff members or visitors; parent or guardian is responsible for damages) (C.A.C. 305, C.C. 1714.1; E.C. 19910, 48900 f, 48904; G.C. 6201, 53069.5, 53069.6; P.C. 451, 452, 594, 594.5, 602 j)

FIRES, EXPLOSIVES OR THREAT THEREOF (fires or explosives which threaten or cause serious damage to human life or property on campus or at school sponsored events; parent or guardian is responsible for damages) (E.C. 48900 (a)(1), b, 48904, 48915 (a-2); H & S.C. 12304-12306; P.C. 451, 452)

DEFINITION OF TERMS

PROBATION: Placing a student on a trial basis because of prior conditions; must meet specified conditions for a given period of time.

TRANSFER TO ANOTHER CLASS / SCHOOL: A student may be transferred to another class in the same school. A student may be transferred to another school; this decision follows a hearing at the school, or district office.

DETENTION: Keeping a student in custody for a defined period of time in special rooms under staff supervision.

PARTICIPATION DENIAL: Preventing the student from participating in school activities.

SUSPENSION: Temporary denial of class and/or school attendance for causes of action committed on school property, school buses, at school functions, or elsewhere. Usually students are referred by teachers to the appropriate administrator for disciplinary actions if the students are unresponsive to normal classroom and/or school expectations of behavior.

EXPULSION: Action by the Board of Trustees to deny the right of school attendance with a time limit. (E.C. 48915-48918)

EXEMPTION: Action to eliminate the requirement of compulsory school attendance; not related to misconduct. (E.C. 48220, 48221, 48410)

EXCLUSION: Action by the Board of Trustees to discontinue attendance for either a definite or indefinite period of time. (E.C. 46010.5, 48211, 48212)

EXTRA-CURRICULAR ACTIVITIES

Participation and/or attendance at extra-curricular activities is considered a part of the educational program for students. Participants carry extra responsibilities as representatives of their schools. Student conduct rules also apply to extra-curricular activities. Penalties in most cases will require some loss of participation privileges. Disciplinary action procedures outlined in the adopted code will be followed by the member schools in order that each case might be evaluated individually as prescribed by the Board. A summary of the Athletic and Activity Control Code with a more detailed explanation of the rules and regulations is included in this document. A complete draft is available at your school site.

STUDENT EXPRESSION

Students have the right to exercise free expression; however, student expression, assemblage and/or publication distribution shall not materially disrupt class work, involve substantial disorder, or invade the rights of others. The Board of Trustees has adopted regulations establishing the time, place and manner for these activities as related to class schedules and physical campus arrangements in each school.

ENFORCEMENT

The certificated staff of the schools and the district shall enforce all school regulations as prescribed by law and Board regulations. The administration of each school shall enforce the Board adopted regulations to maintain proper conditions for the safety, health and physical well-being of all persons on campus and elsewhere while engaged in school-sponsored activities.

Suspension of students will be ordered by the principal after the appropriate notice and hearing have been given students. Expulsions may be ordered by the Board of Trustees when charges are substantiated after a proper hearing.

Should the student be expelled by the Board of Trustees of the Tulare Joint Union High School District, the action may be appealed by the student or parent to the County Board of Education.

The Tulare Joint Union High School District police force provides armed, POST-certified police officers at all comprehensive school sites. Also on campus are anywhere from one to two adult security team members. As such, only the Tulare Police Department and Tulare County Sheriff's Office constitute larger police agencies in Tulare County.

RIGHTS AND RESPONSIBILITIES

In our form of government the judicial system interprets the law and its applications and orders compliance with its interpretations. Judicial decisions have constantly supported the authority of the State and of school officials to prescribe and control conduct in the schools. This has been extended from control of students while on the school grounds to also maintaining order at other events, such as athletic contests. In recent years, however, the courts have recognized the student's legitimate right to a public education which is protected by the Due Process Clause of the Constitution of the United States. This right cannot be taken away for misconduct without adherence to the minimum procedures required by that clause.

The U.S. Supreme Court has made clear that students cannot collide with the rights of others without expecting a penalty. "But conduct by the student, in class or out of it, which for any reason - whether it stems from time, place, or type of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech."

The role of the parent continues to be of primary importance in the education and control of the student. Parents are encouraged to help their youngsters by stressing the importance of a sound education and by forming a cooperative partnership with the schools to help guide and influence the education of the youngsters.

REFERENCE ABBREVIATIONS

B. & P.C.	- Business and Professions Code	G.C.	- Government Code
C.A.C.	- Calif. Administrative Code, Title 5	H. & S.C.	- Health and Safety Code
C.C.	- Civil Code	L.C.	- Labor Code
E.C.	- Education Code	P.C.	- Penal Code
		V.C.	- Vehicle Code

THE COMPLETE DISCIPLINE CODE IS AVAILABLE FOR YOUR INSPECTION AT EACH SCHOOL.

The Discipline Code was adopted by the Board of Trustees of the Tulare Joint Union High School District on July 15, 2009

Hate Crime Policies and Procedures

The Tulare Joint Union High School District Administrative Code addresses hate motivated behavior in Article 600 R

613.7 Hate Motivated Behavior

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

Tulare Joint Union High School District

Intervention Procedures

Services available to students in need/crisis situations:

There are a variety of services available to students in crisis, depending on severity of need:

1. If a student threatens to harm him/herself: the counselor or psychologist will assess the situation (does the student have a plan, do they have access to weapons, etc), notify parent, and contact Tulare Youth Services Bureau Crisis Intervention Team.
2. If a student threatens to harm others: school site administration and psychologist will conduct a threat assessment per district guidelines, and involve school SRO or contact police as needed.
3. If a student has been the victim of sexual abuse: the counselor or psychologist will contact TYSB sexual abuse unit.
4. If a student is being hurt by someone in their family: contact Child Welfare Services.
5. If a student fears for his/her life: counselor/psychologist will assess the situation and determine the specifics, contact administration on-site, notify parents, and follow through with appropriate steps as necessary for the given situation. (i.e. contact police, CWS, conduct threat assessment, etc.)
6. In the event of a death/loss/tragic event on campus: every campus offers counseling sessions involving counselors and school psychologist.
7. If the case is not severe enough to warrant immediate action, or if student requires routine follow-up or additional support, the following are examples of services available on campus:
 - a. TYSB – therapists are on each campus one day per week.
 - b. Recovery Resources – drug/alcohol intervention program sessions are available to students.
 - c. Campus Chaplains on campus
8. Countryside High School is an option for students in our district who need ongoing mental health services. This school serves up to 40 students, and is run in conjunction with TYSB. A therapist is on campus daily, and sessions with a therapist are a required component of Countryside's program.

Hazardous Material Release Procedure

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

Administration:

- ☐ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- ☐ The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- ☐ The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander will direct staff to secure the area around the chemical spill.
- ☐ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- ☐ The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- ☐ Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Campus Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- ☐ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- ☐ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

- ☐ The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- ☐ The Incident Commander will ensure that any buses en route to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- ☐ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.
 - ✓ Issue an "ALL CLEAR" signal and resume normal school operations

Safety Plan
Tulare Western High School
Tulare Joint Union High School District



February 1, 2020

**Comprehensive School Safety Plan
Pursuant to Education Code 32280 - 32289**

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Preface

The School Safety Team Tulare Western High School met on November 2008 for the first creation of the School Safety Emergency Action Plan. Parent, classified, certificated, and administrative representation constituted the make-up of the School Safety Team. With the Safety Survey taken in October 2008, this plan has been developed to meet the needs of Tulare Western High School. Finally, the safety plan includes the mandated components of Senate Bill 187 including:

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, power outage, human created disasters, and other emergency actions
- Policies pursuant to Education Code 48915(c) and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students Sexual Harassment Policy
- Dress Code
- Safe ingress and egress to and from school
- Safe and orderly environment conducive to learning Rules and procedures on school discipline

Board Vision

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

District Vision

Our students will have the 21st Century skills and knowledge through meaningful and relevant learning opportunities to empower them to productively contribute to a global society.

District Mission

Our mission is to empower all students to graduate with college, career, and life-readiness skills.

District Priorities

Aligned with the Board Vision, the Governance Team has set the following priorities for 2018-2019:

1. Maintain Safe Schools

- Maintain safe and secure environment at all sites
- Ongoing training on safety procedures
- Provide bully free environments
- Provide social and emotional support
- Provide an environment free from discrimination

2. Improve Student Outcomes and Performance

- Provide academic support and enrichment targeting students above grade, at grade and below grade level
- Develop pathways for CTE and Linked learning courses that lead to career certification
- Provide extra-curricular opportunities
- Expand and market Educational Opportunity programs to continue to meet the diverse needs of our students

3. Manage Facilities and Student Growth

- Support and Maintain Facilities Master Plan
 - *New classrooms to accommodate growth
 - *Space for programs currently not offered
 - *Safety and Security
 - *Accessibility upgrades (ADA)
- Expand and market educational opportunities programs to meet the needs of our students.
- Maintain current facilities at an acceptable level

- 4. Maintain the Fiscal Integrity of the District and Fund the Board's Priorities**
 - Fiscal support for facilities and student growth
 - Continue to ensure LCFF funds support targeted students according to the LCAP
 - Long term budget planning
 - Evaluate the Farm Enterprise as it supports student learning outcomes (SLO)
 - Continue to monitor cafeteria fund
- 5. Staff TJUHSD with Qualified Personnel and Maintain a Positive Work Environment**
 - Continue to attract and recruit highly qualified staff
 - Continue to provide professional development opportunities
 - Continue to provide a conducive educational environment
 - Continue to provide leadership growth opportunities
- 6. Continue to Strengthen Internal and External Communications Systems**
 - Continue to improve District and School Websites
 - Increase communication with staff and parents
 - Market our District to inform the community on educational programs and options available

District LCAP Goals

Goal #1 All students will graduate college and career ready by passing their core classes and creating a baseline graduation rate while 50% of the students will enroll in college CTE courses.

Goal #2 All English Learners will improve their English Language Acquisition and achievement.

Goal #3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

Mission Statement

Tulare Western High School is a community of life-long learners in a safe and challenging learning environment that prepares all students to become well rounded, productive and responsible citizens.



Vision Statement

Tulare Western is ALL-IN on achieving excellence in a diverse environment that is safe, caring, and welcoming. This PRIDE in our identity, is reflected in academic achievement, extra and co-curricular activities, athletics, community involvement, and college and career readiness.

Assessment of the Current Status of School Crime

Insert your sites N.C.L.B. Uniform Management Information Report System Report (UMIRS) here.

Data Source	Comments	Analysis
School Crime	(8) Theft suspensions in 2018-2019 School Year	8 reported thefts took place at TWHS.
Suspensions	(178) Various suspensions from current students in 2018-2019 School Year.	Most Frequently Occurring Incidents Involving suspension were: • (82) Alcohol/Drug Use or Possession • (52) Physical/Verbal altercations and threats • (7) Harassment or bullying • (6) Possession of weapon • (3) Profanity or Vulgar Behavior • (2) Vandalism/Graffiti incidents under \$100 • (2) Defiance or disrupting school activities
Expulsions	(15) Students were taken up for expulsion in 2018-2019	Reasons for Expulsion: • (5) Possession of a Weapon • (3) Assault/Fighting • (3) Threats • (3) Drug use/possession • (1) Profanity
Referrals	(818) Various dispositions in 2018-2019	• (130) Defiance • (38) Profanity • (65) Disruptive behavior • (43) Truancy • (11) Cheating
Surveys (Health Kids or other) List:	Spring 2016	Data was taken from the last survey of school year 2015-2016 and is included in TWHS ongoing WASC self-study report.
Admin PLC	Admin team meets with SRO daily to discuss campus safety.	The Admin PLC meets weekly. Campus safety/supervision is the first item on the agenda every week. TWHS SRO meets with the admin team and an ongoing discussion/evaluation of events occurs.
Teacher Observations	Teachers were informed to report any issues regarding safety throughout the school year	Beginning in-service for teachers to report behavior issues to parents, counselors, and administrative staff. Additionally teachers have participated in fire drills, earthquake drills, and lock-down drills. Teachers have also been trained on reporting threats to administration and counseling.

Safety Plan Revisions

Tulare Western High School plans and revisions will be documented in 2019-2020 school year.

Date Revised	Person Responsible	Date of Public Meeting	Board Adopted	Comments
12/2014	Kevin Covert	1/20/2015	Y	Once Approved by School Site council, the board will review and adopt with the other school site plans
12/2015	Dereck Domingues	1/26/2016	Y	Once Approved by School Site council, the board will review and adopt with the other school site plans.
12/2016	Dereck Domingues	1/24/2017	Y	Once Approved by School Site council, the board will review and adopt with the other school site plans.
12/03/2017	Dereck Domingues	1/31/2018	Y	Once Approved by School Site council, the board will review and adopt with the other school site plans.
12/01/18	Sara Morton	1/28/2019	Y	Once Approved by School Site council, the board will review and adopt with the other school site plans.
12/10/19	Sara Morton	12/10/19	Y	Once Approved by School Site council, the board will review and adopt with the other school site plans.
12/10/19	Sara Morton	12/10/19	Y	Meeting with Tulare Fire Department

Note: Plans must be adopted by March 1st of every year pursuant to Education Code 32286

School Safety Planning Checklist School Year 2019-2020

Tulare Western High School plans and revisions will be documented in 2019-2020 school year.

Item	Compliance Y/N	Comments
School Site Council or School Safety Team Developed	Y	Updated August 2018 to reflect annual staff changes
Assessment of School Crime Conducted	Y	Aeries UMIRS data 18-19, Staff Surveys
Other Assessments Conducted	Y	Healthy Kids Survey Spring 2016
Analysis of Data Conducted	Y	Fall 2019
School Site Council or Team Identified Priorities Listed Based on Assessment	Y	Fall 2019
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Y	Fall 2019
An Action Plan Has Been Developed	Y	Spring 2019
Law Enforcement Approval of Plan	Y	Fall 2019
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Y	Fall 2019 to CSEA, CTA, School Site Council, ASB, City of Tulare Police and Fire Departments
Public Meeting Held on the Safety Plan	Y	Date Conducted: Fall 2019
Annual Evaluation of Safety Plan Conducted	Y	Date Conducted: Fall 2019
Key Findings of Evaluation Presented to Council or Safety Team	Y	Approved by Board Sprig 2020
Annual Plan Review and Revisions by March 1 st of each year	Y	Spring 2020

School Safety Team

Name	Contact	Role
Principal or Designee	Kevin Covert Sara Morton Leandra Garcia Rudy Carrasco Angela Martinho	Principal, Assistant Principals, and Dean of Students.
Classified Employee(s)	Gail Licon Vera Lizardo Gjon Guerrero	In-House Aide, Principal's secretary, head of maintenance
Certificated Employee(s)	David Hodge Mike Powell	Teachers
Parent (s)	Melissa Freitas	TWHS Parent
Other Members	Luke Vidak Steve Amundson Curtis Colvin	Head of Campus Supervision Activities Director Teacher
Law Enforcement Contact	Jon Thorpe	SRO (School Resource Officer)

Note: Develop this team only if the school site council will not be developing the safety plan.

Meeting Dates

Tulare Western High School will make annual reviews of this plan and revisions will be documented.

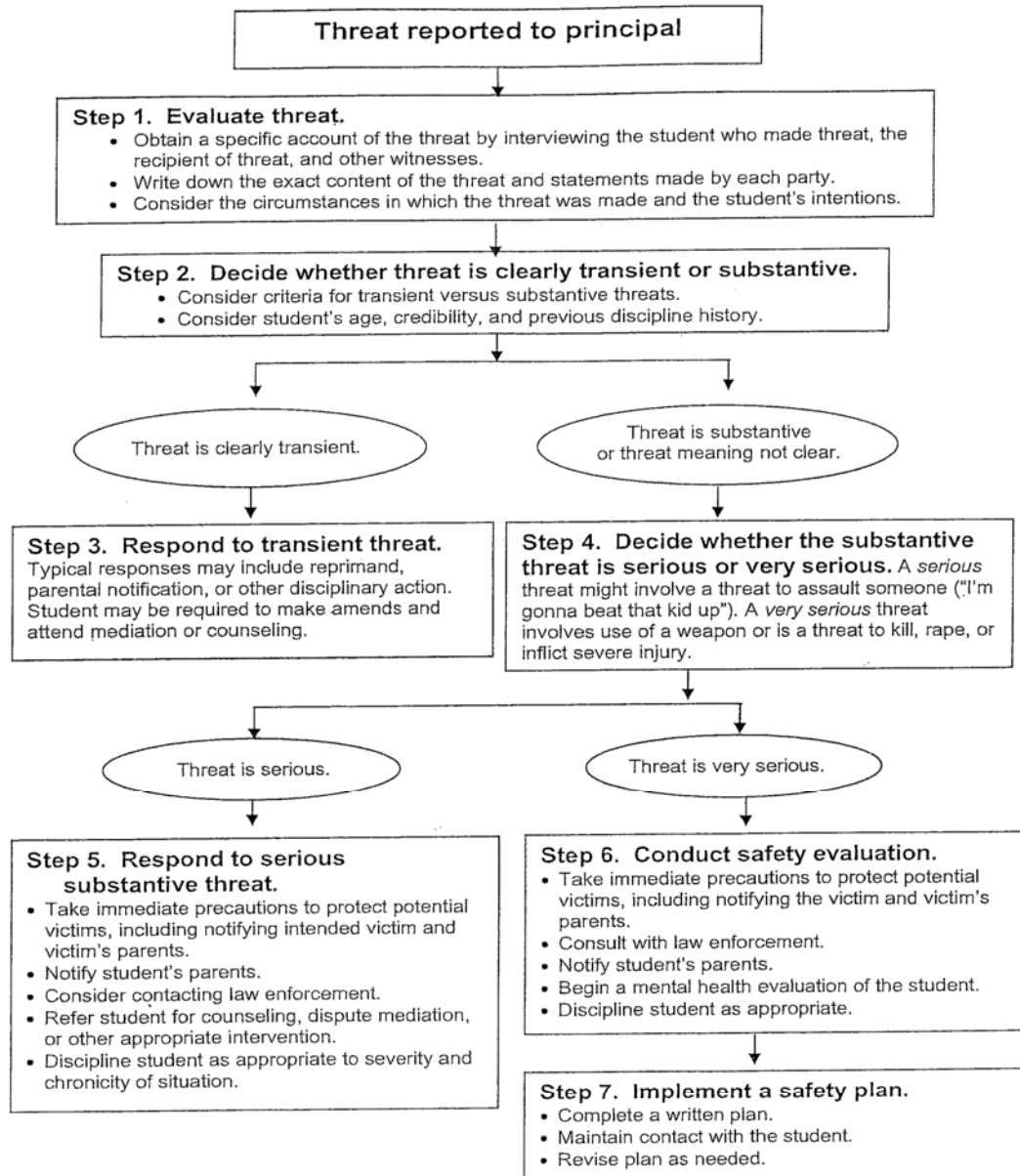
Month	Day	Time	Location	Comments/Needs
July				
August	8/14/9	3:40pm	Career Center	Safety updates, review safety issues/ and data, set safety goals for the school year.
September	9/18/19	3:40pm	Career Center	Safety Updates on day-to-day operations.
October	10/16/19	3:40pm	Career Center	Safety Updates on day-to-day operations.
November	11/13/19	3:40pm	Career Center	Safety Updates on day-to-day operation.
December	12/10/19	10:00am	District Office	Update safety plan with Tulare PD and Fire
December	12/11/19	3:40pm	Career Center	Safety Updates on day-to-day operations.
January	1/15/20	3:40pm	Career Center	Safety Updates on day-to-day operations.
February	2/19/20	3:40pm	Career Center	Safety Updates on day-to-day operations.
March	3/18/20	3:40pm	Career Center	Safety Updates on day-to-day operations.
April	4/22/20	3:40pm	Career Center	Safety Updates on day-to-day operations
May	5/13/20	3:40pm	Career Center	Review school year, begin data analysis of crime and suspension data, discuss changes for upcoming school year.

Note: Agendas, Minutes or Meeting Notes should be placed in Appendix for documentation

Capacity Assessment

Current Efforts	Target Group	Funding Source
Training and evaluation of Positive Behavioral Intervention & Supports (PBIS) school wide program	School-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments	LCAP
Reconnecting Youth, Challenge Day	At risk students. Students with gang issues, drug and alcohol issues, social issues. Students needed academic support.	County Funding-Drug/Alcohol Grant
Recovery Resources counseling sessions.	At risk students. Students with gang issues. Students with drug and alcohol issues.	LCAP
EWS programs/incentive program	At risk students meeting the indicators of Attendance, Behavior, and course completion.	LCAP
Sprigeo –Online “Anti Bullying” reporting website	Students are able to report bullying at any time with computer access.	LCAP
Virginia School Model on “Threat Assessment” procedures	Administration, counseling and faculty reviewed (trained) procedures of identifying and assessing the significance of any reported threat.	N/A
Non-Violent Intervention Crisis (CPI) Training	Administration, staff, supervision team (sites) reviewed and trained on prevention and strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage.	LCAP
Active Shooter Training ALICE	Administration counseling and faculty reviewed (trained) procedures of identifying and assessing option to take if an active shooter is on campus. All staff members trained on ALiCE procedures.	LCAP
Youth Mental Health First Aid Training	TWHS Administration and Faculty trained to identify early warnings signs of mental health issues.	LCAP
SSIP (Safe Schools Intervention Program) Coaches	At risk students with gang issues and other behavior issues	LCAP

Threat Assessment Procedures



Definition: What is a Threat?

A threat is an expression of intent to harm someone

Threats may be verbal, written, artistic or gestured

Threats may be direct or indirect, and needs to be communicated to the intended victim or victims.

(I'm going to get him.")

Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise.

("I forgot my knife was in my backpack.")

When in doubt, assume it is a threat.

Types of Threats

Transient vs. Substantive

Transient:

Often are rhetorical remarks, not genuine expressions of intent to harm

- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

Substantive:

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

- a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department:

or
- b. The Jurisdictional Law Enforcement Agency
County Sheriffs Department
Police Department (non emergency)
Emergency Number 911

Some District law enforcement may not meet the notification requirements prescribed by law to receive reports of child abuse. However, all law enforcement officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available on site through the dean of student’s office or the assistant principal’s office.

School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present “to lend support”.

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present?
The staff member should leave the room.
2. The child asks for either the mother or father to be present?
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview?
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

What can the selected staff member do:

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member’s role is one of a “comforter” during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

California Penal Code 11174.3

“School Interview Law”

11174.3. (a) Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, 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, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** 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**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

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

Disaster Procedures

- All communication is made with simple verbal directions (intercom, loud speaker, etc.) and not dependent on bells and electronic signals with exception of the standard fire alarm.
- Emergency telephone numbers are posted in the office.
- First-aid kits are easily accessible and staff is knowledgeable on first-aid procedures.
- Instructions for emergency care, medications, and the treatment of illnesses are accessible to all staff.
- Evacuation procedures and routes are posted in compliance with county regulations.
- Under State law (California Emergency Services Act) all public schools are subject to use as evacuation centers or shelters or for other emergency purposes during a disaster.

INCIDENT COMMANDER – The Principal, and/or Principal's Designee

- Commence operations from the center, and
- Take overall responsibility for the operations of the center and its functions.
- Consult Job descriptions for positions below.
- Set up the Command Center and collectively choose:
 - Incident Commander-Principal
 - Logistics and Planning Chief-Campus Officer
 - Operations Director-Campus Officer
 - Search and Rescue Team-Campus Supervision Team
 - Facility Check/Safety & Security-Campus Officer
 - Planning/Intelligence-Campus Officer
 - Medical Director-School Nurse
 - Documentation Staff

OPERATIONS/SEARCH AND RESCUE TEAM

- Collectively choose a Search and Rescue Team Director-Maintenance Director
- Secures as much information on how many, and in what locations missing students, personnel and volunteers are located,
- Visually inspect structures for structural damage before deciding to reenter the structure (if in doubt, ask for help from the Command Center),
- If it is deemed safe to reenter structures, commences rescue operations within

STUDENT CARE AND RELEASE-Classroom Teachers and Specialists

- Instruct students to assemble in a safe place at the assembly area,
- Assume Student Care and Student Release responsibilities
- Take roll using the Student Accounting Form
- Use the Student Release Form for students who leave with parents or authorized adults listed on emergency release forms.
- Maintain a calm, supervised assembly with students
- Keep students informed as appropriate

Disaster Chain of Command

Each staff member is given a Disaster and Crisis Response Procedures reference handbook at the beginning of every school year.

1. Disaster Center – **Career Center**
2. All informational releases will come from the Career Center and with prior approval from the Principal.
3. Communication will be through the attendance office command radio.
4. Maintenance and AP's will be responsible for securing shut off valves and cutting mains as needed.
5. Chain of Command

Principal	Mr. Kevin Covert
Assistant Principal	Mrs. Sara Morton
Assistant Principal	Mrs. Leandra Garcia
Dean of Students	Mr. Rudy Carrasco
Dean of Students	Ms. Angela Martinho
Dean of Students	Mrs. Krishna Adams

Through the Command Center the District, Police and Fire Departments will be notified of the situation and appropriate steps put in place.

6. Counselors are available for crisis intervention. There is a plan for suicide, death (staff or student) and all other emergencies included in the District Emergency Preparedness Plan.
7. In the event of a bomb threat, radio and phone communication will cease and the computer will be the only means of communication. Have all students and staff turn off their cell phones and other remote devices.
8. We have installed an emergency button on our phone system that will allow any staff member to dial at any time in case of emergency. Administration has been given extension 4202 and code 555# in case of an emergency that will notify district wide. **If you have to use this feature, do so only in an emergency.**

Crisis Response Procedures

In the event that a situation develops on the campus that threatens the life and/or safety of students and staff, the following procedures should be followed:

1. The person observing the crises situation will immediately contact the main office and request to speak with any Dean of Students or Assistant Principal. The person should be prepared to describe the situation in detail, including:
 - a. A description of the problem
 - b. The location of the problem
 - c. Their location (room#)
2. Once the Assistant Principal is briefed, they in turn will contact the campus Police Officer and/or campus Probation Officer and together they may all respond and investigate the situation. They will determine if the situation is in fact a threat to safety.
3. The Principal will be advised of the situation and the appropriate measures will be taken. If a lockdown is necessary, a sequence of five (5) bells will ring in succession. Remember to keep all students in the room with the door locked. The Tulare Police Department will, at this time, be advised along with the District Office.
 - a. All students are to be inside a building or classroom
 - b. Everyone is to get down on the floor, away from windows
 - c. The teacher will attempt to keep everyone calm
 - d. Classroom doors are to be locked
 - e. Students and staff are to remain in the classroom on the floor until the all clear bell rings or the fire drill bell rings to evacuate the school
4. To avoid communication gridlock, **DO NOT USE YOUR CLASSROOM TELEPHONES.** All communication will be through the computer only. Make sure that all cell phones, portable phones and wireless computers (laptops) are turned off. At no time should you use your hand held radio. You will be notified when it is safe to use the above communication.
5. If the emergency situation occurs during a time when student and staff are out of class (before school, break, or lunch) everyone will immediately go to their next class.
6. When the tactical officer arrives for the Police Department he/she will take charge. We will follow their directions and instruction.
7. The Counseling office will serve as command center. All information to be released will be done through the Principal, or designee, at the command center.
8. If evacuation is necessary, students are to go home by their normal means.

Campus Alert System

Duck and Cover:

1. You will hear an announcement made over the PA system notifying staff and students to “Duck and Cover.”
2. If inside, duck under furniture and cover head with arms and hands
3. If outside, drop to the ground, place head between knees, and cover head with arms and hands
4. Move to a sheltered place when possible, but avoid areas where falling objects may harm you

Lockdown: If there was an intruder on campus or some similar situation that would put students in harm:

1. You will hear an announcement made over the PA system notifying staff and students that we are going into “Lockdown.”
2. All students stay in classrooms. The teacher will lock the door. Remain in class until the all clear bell rings. Utilize ALICE training techniques, if necessary.
3. During lunch or break, proceed to the nearest, safest, open building. Remain there until further instructions.

Shelter In Place:

1. You will hear an announcement made over the PA system notifying staff and students to “Shelter In Place.”
2. If inside remain until further instructions are given
3. If outside proceed to nearest building and await further instructions
4. If directed, shut down air or heating system and close doors and windows to protect them from outside air.

Fire Drill:

1. When the alarm sounds, all students are to evacuate the room.
2. Proceed to the safe area as directed by your teacher.
3. Remain in the safe area with your teacher until the all-clear bell rings.
4. Return to class when your teacher gives the go-ahead to do so.

Lunch Time or Break Time Fire Alarm:

1. If you hear a fire alarm during break or lunch time, move away from the buildings and wait for further instructions.
2. Follow instructions from staff for your safety.
3. Do not go to lockers or into any buildings.

*Please refer to Crisis Response Initial Actions sheet

Crisis Response Team 2019-2020

Principal: Kevin Covert		All media coverage and press releases				
	Transportation/ Maintenance	Runner #1	Tactical	Coordinator	First Aid	Field Reps.
Primary	Daniel Piorrette/Lisa Lupio/Gjon Guerrero	Mike Powell	Officer Jon Thorpe	Sara Morton	School Nurse	Leandra Garcia
Secondary	Private cars: Family Liaison All Counselors	Steve Amundson Krishna Adams	Tulare P.D.	Rudy Carrasco	Justin Cuellar Ken Searcy All on site coaches Mental health: Counselors YSB	Angela Martinho Art Magallanes Luke Vidak
	Assignments					
	Secure buses and/or private cars Gjon Guerrero will secure facilities and shut all gas valves	Transportation of information and paper work	Determine what level of crisis and logistics needed	Secures site and call crisis team to action Directs security plan and oversees implementation.	Provides emergency treatment	Controls evacuation center Responsible for students until release

Crisis Response Initial Actions and Intercom Codes

Duck and Cover

- If inside, duck under furniture and cover head with arms and hands.
- If outside, drop to the ground place head between knees, and cover head with arms and hands.
- Move to a sheltered place when possible, but avoid areas where falling objects may harm you.

Lock Down

- If outside, proceed to the nearest building.
- If inside, lock doors and close shades if possible, and implement duck and cover unless otherwise directed.
- Remain in a secured room pending further instructions from site officials or police.

Shelter In Place

- If inside, remain until further instructions are given
- If outside, proceed to nearest building and await further instructions
- If directed, shut down air or heating system and close doors and windows to protect them from outside air

Fire Alarm Evacuate Building

- Immediately evacuate the building using designated routes and go to assembly area.
- Remain in assembly area until "All Clear" or further instructions are given.
- Carry roster and take attendance once everyone is in a safe location.

ALiCE – Active Shooter Procedure



Quickly determine the most reasonable way to protect your own life. Remember that students will follow the lead of staff members during an active shooter situation.

*****There is no order to ALiCE—use your best option to SURVIVE!*****

ALERT

- Call 911, if possible, to alert police to the intruder/active shooter's location

LOCKDOWN

- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- Prevent individuals from entering an area where the active shooter may be
- Lock the door
- Blockade the door with heavy furniture
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- If evacuation and hiding out are not possible, prepare to counter

INFORM

- Dial 911 and if you cannot speak, leave the line open and allow the dispatcher to listen
- Follow the instructions of any police officers

COUNTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the OODA loop of an active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Swarm the intruder, grabbing limbs and pushing head down to take down the intruder
- Immobilize the shooter until police arrive
- Take away any weapons and place in a secure area

EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Keep your hands visible at all times (especially when law enforcement arrives)

Tulare Joint Union High School District Violent Intruder Initial Actions

A

ALERT

Initial Alert may be a gunshot, PA announcement, etc.

L

LOCKDOWN

If evacuation is not a safe option, barricade entry points.
Prepare to Evacuate or Counter if needed.

i

INFORM

Communicate real time information on intruder location.
Use clear and direct language using any communication
means possible.

C

COUNTER

As a last resort, distract the intruder's ability to shoot
accurately. Move toward exits while making noise,
throwing objects or adults swarm intruder.

E

EVACUATE

Run from danger when safe to do so using non-
traditional exits if necessary. Rallying point should be
predetermined.

Earthquake Procedures

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover”.

School Commander (Principal or designee):

- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to dismiss school due to power loss, building damage or other factors.
- ☐ Consider need to evacuate staff and students to off-campus evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

Earthquake Procedures

During the Earthquake:

At the first indication of an earthquake, all employees working with students are to give the command to,

- Drop, Cover, and Hold
- Hold the position with students until the shaking stops.

After the Earthquake:

Once the shaking has stopped, the teacher will:

- Assess the situation and remain calm.
- If there are any injured people, contact a buddy teacher (or office/administrative personnel if buddy teachers is unavailable) to decide who will stay with the injured, and who will facilitate the safe evacuation of students.
- An adult must stay with the injured until the search and rescue team can provide assistance in evacuating the injured.
- Assess the evacuation route and evacuate students outside to the FIRE DRILL ASSEMBLY AREA, and away from trees, power lines, etc. Remember to take the roll book, from the rooms.
- Take roll and use the Student Accounting Form to report any missing students to the principal or employee in charge.
- Administrative personnel/designee will notify if/when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

Fire Drill Procedures

- The alarm will sound.
- If no alarm sounds but you see or smell smoke, flames or a suspicious order, PULL THE NEAREST FIRE ALARM or report your suspicion to the office and evacuate your room.
- EVACUATE: Upon hearing the alarm, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.
- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room, but do not lock the classroom.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report to the assigned security person, Principal, or employee in charge.
- Follow all directions given by police, fire or any other emergency personnel on scene. In the event of a false alarm, administrative personnel/designee will notify when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

FIRE DRILL REPORTING

1. Emergency Routes posted by the door in every classroom. Teachers are trained on where they are to report by color codes on the campus map. During a fire drill, teachers are to follow the Fire Drill procedures and report to the designated area.
2. After attendance/roll has been taken, the teachers report to the staff member with the radio that matches their color code. Below is a list by color of the primary and secondary members. Remember the secondary is only in the event the primary is absent.
3. Command Center will be the Assistant Principal's Office located in the Administration building. In the event the Administration building is not accessible, the PE Health room will be the alternate location

<u>Color</u>	<u>Location</u>	<u>Leader 1</u>	<u>Leader 2</u>
RED:	Parking Lot	Amundson	T. Rodriguez
GOLD:	JV Baseball	Searcy	C. Colvin
LAVENDER:	Frosh Baseball	A. Quezada	R. Jacobo
BLUE:	Adult School	Carrasco	Ramirez
YELLOW:	"D" Street	L. Garcia	Magallanes
GREEN:	Greek Theater	A. Martinho	Cardozo

FIRE/EXPLOSION/BUILDING COLLAPSE

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.**

Administration (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide exact location of fire, explosion or collapse.
 - ✓ Describe current situation, including damage and estimated number of injured.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Ensure fire alarm has been sounded**
 - ✓ If needed, announce changes in evacuation routes due to incident location.
- ☐ **Establish a school Incident Command Post**
- ☐ **Assess situation and begin activating needed ICS functions, for example:**
 - ✓ First-Aid, Accountability, Utility and Security Groups
 - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- ☐ **Meet arriving fire and police personnel**
 - ✓ Be certain to take school Crisis Response Box.
 - ✓ Identify the location of fire, smoke, explosion or gas smell.
 - ✓ Advise locations of injured or trapped persons.
 - ✓ Provide last known location of any missing persons.
- ☐ **Establish Unified Command with emergency response officials.**
- ☐ **Determine if it is necessary to:**
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is safe to re-enter the buildings.**

Teachers/Staff

- ☐ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- ☐ **Implement Evacuation procedures**
 - ✓ Use a secondary route if the primary route is blocked or hazardous
 - ✓ Close, but do not lock, doors when leaving
- ☐ **Inform the school office/school Incident Commander of the emergency**
- ☐ **Following evacuation:**
 - ✓ Account for all students and check for injuries
 - ✓ Immediately report any missing, extra or injured students
- ☐ **Wait for additional instructions**

□ **BOMB THREAT PROCEDURES**

If you should receive a call with a bomb threat or any kind of threat, please familiarize yourself with the following procedures:

1. Note the time of the call.
2. Was the caller male or female, try to detect an age of the caller.
3. What details did they give you about the bomb:
 - a. Location
 - b. Time it's supposed to happen
 - c. Where are they calling from
 - d. Is the caller serious or joking
4. Note any kind of background noise.
5. Ask them how they know about the bomb.
6. As soon as the call is complete, please notify an administrator.
7. If you are unable to reach an administrator by telephone, Push the emergency button on your phone. This emergency number will send an alert to all phones in the administration office. .
8. The administration, along with the school's Police Officer and/or Probation Officer will determine the validity of the threat and the necessary decisions to protect the safety of students and staff.

BOMB THREAT PROCEDURE

(Response Procedure on Page 3 may also be applied to “Suspicious Objects”)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- **Introduction**
- **Assessing A Bomb Threat**
- **Call Taker Instructions/Telephone Bomb Threat Report**
- **Response Procedures**
- **Bomb Search Procedures**

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

Assessing the Bomb Threat

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "***Telephone Bomb Threat Report***" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

Response Procedure – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
- ☐ **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.

If threat is deemed credible:

 - ✓ Establish a command post at least 400 feet from campus buildings.
 - ✓ Ensure that it is away from automobiles, refuse containers or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- ☐ **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is deemed safe to do so.**

Response Procedure – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

- ☐ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.
- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ☐ Report suspicious objects to the school Incident Commander as soon as possible.
- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ☐ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ☐ If you relocate, report your new location and reason for move as soon as possible.
- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ **Follow normal Shelter-In-Place procedures.**
- ☐ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ☐ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ☐ **Take all other steps outlined in the section “IF EVACUATING” above.**

Bomb Search Procedure

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?**
- 2. Is there anything out of place?**
- 3. Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- ☐ **TEACHERS:** Classrooms.
- ☐ **PHYSICAL EDUCATION TEACHERS:** Gym, locker rooms, and related halls.
- ☐ **LIBRARIANS:** Library, storage rooms, and any associated areas.
- ☐ **CAFETERIA PERSONNEL:** Kitchen, cafeteria, and storage areas.
- ☐ **CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.
- ☐ **BUS DRIVERS:** Buses and any bus related facilities on campus.
- ☐ **ADMINISTRATIVE PERSONNEL:** Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

Room Search Procedure

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.

- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:*

1. Remain calm and politely advise the caller:

“I am a student. Please hold while I get an adult to talk to you.”
2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back

Telephone Bomb Threat Report Form

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.
Try to get the attention of another staff member to listen-in on the call with you.

Today's Date _____/_____/_____		* SEE NOTE AT BOTTOM OF FORM.	
Call Information - (Can be completed after call)			
Date of call:	Time of call: ☐ AM ☐ PM	Duration of call:	Phone number called: ()
Name of person receiving the call:		Phone number to call for follow up: ()	
Questions for caller: Try to ask these questions IN ORDER (1-9) and document key points of responses.			
1. When will the bomb explode?	4. What does the bomb look like?	7. Why did you place the bomb?	
2. Exactly where is the bomb located?	5. What will cause the bomb to explode?	8. What is your name and phone number?	
3. What kind of bomb is it?	6. Did you place the bomb?	9. Where are you now?	
Document exact wording of threat:			
Description of caller: (Listen closely to help identify.)			
If caller's number appears on your phone, write it here:	Gender of caller: ☐ Male ☐ Female ☐ Unknown	Approximate age of caller:	If voice sounds familiar, who does it sound like?
Other clues: (Listen closely and check all that apply.)			
Voice	Speech	Language	Behavior
Background Noise			

☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport	☐ Quiet
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals	☐ Restaurant
☐ Hoarse	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby	☐ Static
☐ Loud	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds	☐ Street Noise
☐ Muffled	☐ Hesitant	☐ Irrational	☐ Clearing Throat	☐ General Noise	☐ Talking
☐ Nasal	☐ Lisp	☐ Rational	☐ Crying	☐ Guns Firing	☐ Tavern/Bar
☐ Pitch-High	☐ Slow	☐ Slang	☐ Fearful	☐ Gymnasium	☐ Television
☐ Pitch-Med	☐ Slurred	☐ Taped/Recorded	☐ Intoxicated	☐ Machinery	☐ Traffic
☐ Pitch-Low	☐ Stuttered	☐ Uneducated	☐ Laughing	☐ Motor	☐ Train
☐ Pleasant	☐ Other:	☐ Unintelligible	☐ Nervous	☐ Music	☐ Typing
☐ Raspy	☐ If Accented, Describe:	☐ If Foreign, Describe:	☐ Self-Righteous	☐ Party	☐ Water/Wind
☐ Smooth			☐ Other	☐ PA System	☐ Other
☐ Soft					
☐ Squeaky					
☐ Unclear					
☐ Other					

*If the CALL TAKER is a student, the student should:

1. Remain calm and politely advise the caller:

"I am a student. Please wait a moment while I get an adult to talk to you."

2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.

3. If no adult is near, lay the phone down and quickly go find one to take the call.

4. DO NOT HANG UP or ask the person to call back!

Rolling Blackouts

If a rolling blackout is called that affects our campus, our primary concern will be for student and staff safety. If a blackout is called it will probably be for a short duration, approximately one hour. If we are affected by a power outage, please follow these guidelines:

1. Keep your students in your class under your supervision in a calm environment.
Please do not send your students out of your classroom. If you have a student who has unique health needs that may be impacted by the power outage, please send that student, along with another student to walk with them, to the nurse's office.
2. Open your classroom door and utilize as much natural light as possible.
3. Please keep your students in your class with you until directed to release them. We will use **AIR HORNS** for bells if they are not working.
4. School probably will not be dismissed because of a blackout. By the time the buses got here to take students home, the power interruption would probably be over and there would not be enough time to notify parents that we were sending their student home.
5. Food Services have contingency plans for serving meals in the event of a blackout.

Hopefully, if a rolling blackout occurs, it will be called after school hours. However, if it is called during class time; please keep your students in your classroom under your direct supervision. This is the safest environment for them during a power outage. A power outage, obviously, can be very disruptive and will require that we adjust while continuing to maintain appropriate supervision of our students.

Evacuation/School Closure

A school closure or evacuation may be required for a number of reasons including a power outage, severe weather including heavy rain or snow, a chemical spill on Black Road, an extensive gas leak, a bomb threat, a wild fire in the surrounding chaparral or forests, or notification by emergency personnel that an evacuation is required or in the best interest of the students.

EVACUATION: Upon hearing the FIRE ALARM, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.

- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report any missing students to the principal or employee in charge.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

SCHOOL CLOSURE PROCEDURES:

- Office personnel will establish a phone tree within the office, and call for student pick up by a person on the authorized list of each student's enrollment form.
 - Office personnel will call the public media to announce closure. IT MAY BE NECESSARY TO USE CELL PHONES DUE TO POWER OUTAGE.
 - Office personnel will release students to parents who come to pick up their children using the every-day SIGN-OUT procedures.
 - Teachers will stay with their students until all students have been picked up or appropriate arrangements have been made by the administration for students not picked up.
 - If necessary, an assembly area will be set up for students remaining at the school.
- If necessary, the student sign-out area will be moved from the school office and located as close to the assembly area as is practical. In this case, every student released will be recorded on the Student Release Form.

Site Emergency Procedures For Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency (as appropriate and agreed upon at the students previous IEP).
4. The Site Safety Specialist (or administrative designee) is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

This assignment will be continuous throughout the year due to student movement

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell person where you are going, obstacles you encounter.
- ☐ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ☐ Turn lights on/off to gain person's attention -OR-
- ☐ Indicate directions with gestures -OR-
- ☐ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ☐ Evacuate these individuals as injured persons.
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Use a sturdy chair (or one with wheels) to move person -OR-
- ☐ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options. (utilization of Evac chairs is recommended as appropriate in these instances)
- ☐ Reunite person with the wheelchair as soon as it is safe to do so.

Emergency Telephone Numbers

These emergency telephone number should be kept in a location that is immediately accessible in case of an emergency. This information will be updated annually and be provided to key individuals.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	559-688-2021
Fire Department	East: 559-684-4360 (Admin) or 559-684-4361 North: 559-684-4363 West: 559-684-4362
Local Police Department	559-686-3454
Sheriff Department	559-733-6211
Tulare Regional Hospital	559-688-0821
California Highway Patrol	559-734-6767
English Radio Station 580 KMJ Radio	559-490-5858 or 1-800-776-5858
Spanish Radio Station	559-622-8703
SCE	1-800-655-4555
Southern California Edison	1-800-655-4555
Water	559-684-4324
Gas Company	1-800-427-2000
American Red Cross	559-732-6436

District Management Team Emergency Contacts

First	Last	Site	Title	Cell Phone #	Alternate #
Tony	Rodriguez	DO	Superintendent	559 901-9458	559 686-1580
Dr. Lucy	Van Scyoc	DO	Asst Superintendent, Curriculum	559 679-7192	559 688-4663
Barbara	Orisio	DO	Asst Superintendent, HR	559 303-8408	
Tammy	Aldaco	DO	Asst Supt/Student Services	559 679-0377	
Vivian	Hamilton	DO	Director of Business Services	559 901-5427	559 366-7011
Daniel	Pierotte	DO	Director of Facilities	559 754 6146	
Donny	Trinni	DO	Director of Technology	559 280-5584	559 688-3929
Bobby	Richardson	DO	Director of Transportation	559 759-4492	
Janet	Stephens	DO	Director of Food Services	559 631-3185	
Jason	Edwards	DO	Director of Special Education	559 303-0716	
Carrie	Nelson	DO	Nurse	559 331-2455	
Lupe	Aguilera	DO	Child Welfare & Attendance	559 827-1278	
Denise	Douglas	DO	Coordinator of Educ Technology	559 302-8222	
Courtney	Hendrickson	DO	AVID Coordinator	559 329-5525	
David	McAllister	DO	Techn Curriculum Specialist	559 631-0351	
Michelle	Nunley	TU	Principal	559 799-6994	559 685-1010
Roger	Robles	TU	Assistant Principal	559 972 2799	559 713 6742
Shanelle	Hererra	TU	Dean of Students	559 280-8939	
Chandalin	Champlin	TU	Dean of Students	559 816-5691	
Terry	Langlie	TU	Head Counselor	559 331-5331	559 686-2339
India	Leal	TU	Counselor	559 624-0790	559 909-4636
Jose	Marquez	TU	Counselor	559 445-0886	
Michelle	Potts	TU	Counselor	559 731-5812	559 735-0227
Miguel	Torres	TU	Counselor	559 901-9712	559 627-0208
Liliana	Avila	TU	Counselor	559 471-6816	
Diana	Hatton	TU	Athletic Director	559 679-9286	
Lolly	Garcia	TU	Psychologist	559 960-7339	
Kevin	Covert	TW	Principal	559 967-4159	559 687-1430
Sara	Morton	TW	Assistant Principal	559 786-0346	
Leandra	Garcia	TW	Assistant Principal/Counseling	559 679-3088	
Rudy	Carrasco	TW	Dean of Students	559 694-1306	559 564-3324
Angela	Martinho	TW	Dean of Students	559 303-1165	
Krishna	Adams	TW	Dean of Students	559 802 0192	
Arturo	Magallanes	TW	Counselor	559 300-9940	
Cecilia	Moraza	TW	Counselor	559 303-7341	
Katherine	Nunes	TW	Counselor	559 329-5116	559 303-4286
Lizabeth	Prado	TW	Counselor	559 625-5733	
Michelle	Gill	TW	Counselor	559 730 8806	
Ana	Rivera	TW	Counselor	559 786 2879	
Michael	Powell	TW	Athletic Director	559 901-6054	
Stephanie	Gutierrez	TW	Psychologist	559 905-9582	

Michele	Borges	MO	Principal	559 303-0968	
Stephanie	Dietz	MO	Assistant Principal	559 294 7909	
Rachel	Chapman	MO	Assistant Principal/Counseling	559 250 4166	
Luis	Cobarruvias	MO	Dean of Students	559 553-3976	
TBD		MO	Dean of Students		
Erika	Holguin	MO	Counselor	661 638-2507	
Jennifer	Padilla	MO	Counselor	661 778-8362	
Alejandra	Sanchez	MO	Counselor	559 827-8018	
Bertha	Tello	MO	Counselor	559 917-1681	559 313-3878
David	Terrel	MO	Athletic Director	559 331-0026	
Gretchen	Vander Tuig	MO	Psychologist	559 331-1890	
Steve	Ramirez	Alt Ed	Principal	559 936-4245	559 635-4668
Richard	Torrez	Alt Ed	Dean of Students	559 905-8933	
Susan	Meadows	Alt Ed	Psychologist	559 999-0527	559 981-2563
Liz	Rocha	Alt Ed	Counselor	559 679-3355	559 991-6043
Dereck	Domingues	SVCharter	Principal	559 269-9383	
Veronica	Covert	SVCharter	Counselor	559 967-4160	
Lamann	Torrez	TAS	Director	559 920-0664	
Rosa	Vargas	TAS	Counselor	559 445-1691	
Sylvia	Silva	TAS	Director of Vocational Nurse Ed	559 731-4882	
Wendi	Powell	ACHS	Principal	559 901-5622	
Sara	Zakarian	ACHS	Dean of Students	310 279-8713	
Abel	Loza	ACHS	Counselor	559 361-3790	
Roxanne	Bernard	ACHS	Psychologist	559 496-9991	
Dan	Dutto	Farm	Director Ag Program	559 331-7091	

Feeder School Emergency Contact List 2019-20

Primary Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work Cell #:	Email Address:
Buena Vista School District	Carole Mederos	Supt/Principal	559 732-7162	559 686-9470		cmederos@buenavista eagles.org
Liberty School District	Keri Montoya	Supt/Principal	559 786-3349			kmontoya@liberty.k12.ca.us
Oak Valley Union School Dist	Heather Pilgrim	Superintendent	559 903-8546	559 687-1945		h.pilgrim@oakvalleyschool.org
Palo Verde Union School Dist	Phil Anderson	Superintendent	559 972-8804	None		phil@palo-verde.k12.ca.us
Pixley Union School Dist	Montgomery Dunbar	Superintendent	559 631-5871			mdunbar@pixley.k12.ca.us
St. Aloysius	Holly Zamora	Principal	559 972-6207	559 686-6250		hzamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	559 972-7320	559 686-0436		terri.rufert@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	559 804-6611			sbettencourt@tipton.k12.ca.us
Tulare Joint Union HS District	Tony Rodriguez	Superintendent	559 901-9458	559 6861580		tony.rodriguez@tulare.k12.ca.us
Tulare City School District	Brian Hollingshead	Superintendent	559 967-8219	559 685-0933	559 805-9465	bhollingshead@tcsd.k12.ca.us
Waukena Jt Union School Dist	Deanna Cardoza	Superintendent		559 686-3328		deannac@waukena.k12.ca.us

Alternate Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work Cell #:	Email Address:
Buena Vista School District	Dana Milanesio	Business Manager	559 936-2845	559 688-6182		dmilanesio@buenavista eagles.org
Liberty School District	Terri Shirk	Business Manager	559 280-1333			tshirk@liberty.k12.ca.us
Oak Valley Union School Dist	Matt Bixler	Principal	661-303-4522			kelli.ruby@oakvalleyschool.org
Oak Valley Union School Dist	Marvin Sanders	MOT Director	559 719-0821			
Palo Verde Union School Dist	Rose Machado	Assistant Principal	559 358-0998	559 688-0800		
Pixley Union School District	Joel Munoz	Director, Maint & Oper	559 936-2381			Rmachado@palo-verde.k12.ca.us
St. Aloysius	Lani-Kay Silva	Bookkeeper		559 688-1796	559 686-6250	Isilva@sastulare.com
Sundale Union School District	Cindy Gist	Principal	559 331-4092			cindy.gist@sundale.org
Tipton School District	Stacey Bettencourt	Principal	559 804-6611			sbettencourt@tipton.k12.ca.us
Tulare City School District	Philip Pierschbacher	Asst Supt/Personnel		559 687-9521	559 805-9370	ppierschbacher@tcsd.k12.ca.us
Tulare Jt Union HS Dist	Barbara Orisio	Asst Supt/HR	559 303-8408			barbara.orisio@tulare.k12.ca.us
Tulare Jt Union HS Dist	Tammy Aldaco	Asst Supt/Student Services	559 730-6329			tammy.aldaco@tulare.k12.ca.us
Tulare Jt Union HS Dist	Lucy Van Scyoc	Asst Supt/Curriculum	559 679-7192			lucy.vanscyoc@tulare.k12.ca.us
Waukena Jt Union School Dist	Loretta Myers	Business Manager	559 740-8175			lorettam@waukena.k12.ca.us

Feeder School Emergency Contact List 2019-20

Feeder School:	Name:	Title:	Phone:	E-mail Address:
Buena Vista School District	Carole Mederos	Superintendent/Principal	686-2015	cmederos@buenavistaeagles.org
Liberty School District	Keri Montoya	Superintendent/Principal	686-1675	kmontoya@libertyk12.ca.us
Liberty School District	Stacy Soares	Vice-Principal	686-1675	ssoares@liberty.k12.ca.us
Oak Valley Union School District	Heather Pilgrim	Superintendent	688-2908	h.pilgrim@oakvalleyschool.org
Palo Verde Union School District	Philip Anderson	Principal/Superintendent	688-0648	phil@palo-verde.k12.ca.us
Pixley Union School District	Montgomery Dunbar	Superintendent	757-5207	mdunbar@pixley.k12.ca.us
Pixley Union School District	Erika Cortez	Principal/Pixley Middle	757-3018	ecortez@pixley.k12.ca.us
St. Aloysius	Holly Zamora	Principal	686-6250	hzamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	688-7451	terri.rufert@sundale.org
Sundale Union School District	Cindy Gist	Principal	688-7451	cindy.gist@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	752-4213	sbettencourt@tipton.k12.ca.us
Tulare City School District	Brian Hollingshead	Superintendent	685-7212	bhollingshead@tcsdk8.org
Tulare City School District	Paula Adair	Director of Student Services	685-7221	padair@tcsdk8.org
Tulare City School District	Debby Parker	Director of Curriculum	685-7210	dparker1@tcsdk8.org
Tulare City School District	Joyce Nunes	Director, Business	685-7206	jnunes@tcsdk8.org
Tulare City School District	Michelle Zavaleta	Director of Psychological Services/Special Education	685-7206	mzavaleta@tcsdk8.org
Tulare City School District	Philip Pierschbacher	Asst Supt, Personnel	685-7227	ppierschbacher@tcsdk8.org
Tulare City School District	Greg Anderson	Principal/Cherry Ave	685-7320	ganderson@tcsdk8.org
Tulare City School District	Michelle McPhetridge	Principal/Live Oak	685-7310	mmcphetridge@tcsdk8.org
Tulare City School District	Mark Thompson	Principal/Los Tules	687-3156	mthompson@tcsdk8.org
Tulare City School District	Tracey Jenkins	Principal/Mulcahy	685-7250	tjenkins@tcsdk8.org
Tulare City School District	Terri Martindale	Principal/Alpine Vista	687-3135	tmartindale@tcsdk8.org
Waukena Jr. Union School District	Deanna Cardoza	Superintendent	686-3328	deannac@waukena.k12.ca.us
Tulare Joint Union High School District Office Administrators				
Tulare Joint Union High School Dist	Tony Rodriguez	Superintendent	688-2021	tony.rodriguez@tulare.k12.ca.us
Tulare Joint Union High School Dist	Lucy Van Scyoc	Asst Supt, Curriculum, Tech, Assessment	688-2021	lucy.vanscyoc@tulare.k12.ca.us
Tulare Joint Union High School Dist	Tammy Aldaco	Asst Supt, Student Services	688-2021	tammy.aldaco@tulare.k12.ca.us
Tulare Joint Union High School Dist	Barbara Orisio	Asst Supt, HR	688-2021	barbara.orisio@tulare.k12.ca.us
Tulare Joint Union High School Dist	Jason Edwards	Director, Special Ed	687-7351	jason.edwards@tulare.k12.ca.us
School Site Administrators				
Tulare Union High School	Michelle Nunley	Principal	686-4761	michelle.nunley@tulare.k12.ca.us
Tulare Union High School	Terry Langlie	Head Counselor	686-4761	terry.langlie@tulare.k12.ca.us
Tulare Western High School	Kevin Covert	Principal	686-8751	kevin.covert@tulare.k12.ca.us
Tulare Western High School	Leandra Garcia	Asst Prin, Counseling	686-8751	leandra.garcia@tulare.k12.ca.us
Mission Oak High School	Michele Borges	Principal	687-7308	michele.borges@tulare.k12.ca.us
Mission Oak High School	Rachel Chapman	Asst Prin, Counseling	687-7308	rachel.chapman@tulare.k12.ca.us
Alternative Education	Steve Ramirez	Principal	687-7400	steve.ramirez@tulare.k12.ca.us
Sierra Vista Charter	Dereck Domingues	Principal	687-7384	dereck.domingues@tulare.k12.ca.us
Accelerated Charter	Wendi Powell	Principal	687-7303	wendi.powell@tulare.k12.ca.us

Student Care Emergency/Disaster

SIGN-OUT ROSTER FORM for EMERGENCY/DISASTER PREPAREDNESS

Please complete upon release of a child from an emergency/disaster evacuation site.

A best practice recommendation is to have only one person/staff release the children program wide.

Program Roster Childs Name	Class	Time Picked Up	Picked Up by Whom	Destination
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

Prevention of Illness and Communicable Diseases

School Personnel are expected to incorporate the instruction of ways to prevent the spread of the common cold, flu, and other communicable diseases. This includes the teaching of appropriate hand washing techniques, good sleeping, exercise, and eating habits, procedures for disposing of contaminated tissues, and appropriate techniques to use for coughing, sneezing, etc.

Medical Emergencies:

Accidents:

I. Check –What happened (fall, fight, sport injury, etc.)?

- Do not move victim if a fall from significant height has occurred
- Assess victim for bleeding
- If unconscious, check for breathing and pulse

II. Call – For assistance from adult office personnel

- Use radio
- Send a pair of students – direct them to return and report to whom they gave information.

III. Care – First aid as necessary until help arrives.

- Do not carry a child to the office. Get an office chair with wheels for transport.
- Office personnel shall give first aid if needed.
- If, in the judgment of the office personnel the victim needs additional emergency care, the Emergency Card on file will be used in order to reach a parent or an authorized person to pick up the child and/or access further medical assistance.
- In the event that the injury is serious and needs immediate attention and/or the victim's parent or other authorized persons on the Emergency Card cannot be reached, office personnel are authorized to call 911 for emergency assistance.
- An Accident/Incident report will be completed and filed, and a copy sent with the victim.

Illness - General:

I. Check – Patient's temperature should be taken; an overall assessment of the student made by communication with the student and observation by the caregiver.

II. Call – Parent will be called if student has a fever of 100 degrees or higher; has sore throat or cough; has symptoms that impede learning at school; has symptoms that indicate he/she is contagious to others in the school environment.

III. Care – Patient should be isolated from peers and made as comfortable as possible.

The student's emergency information should be accessed and followed. If no contact can be made to have the child picked up, the school office staff will keep the child in the health office, and if warranted, contact the physician listed on the emergency to determine the most appropriate course of action.

Illness – Communicable Diseases:

The same procedure as those for General Illnesses (above) is to be followed.

Cases of certain communicable diseases must be reported to other families whose children attend the same class and the Clubhouse childcare program. The following diseases must be reported and necessary precautions taken immediately: Meningitis, strep, scarlet fever, infectious hepatitis, head lice, scabies, measles and mumps. The school office will send out the appropriate exposure notices, and direct the Clubhouse to send home the appropriate exposure notices as well.

Automated External Defibrillator



Automated External Defibrillators (AEDs) needed to diagnose life-threatening cardiac arrhythmias and ventricular tachycardia and treat a patient through the application of electrical therapy which stops the arrhythmia, allowing the heart to reestablish an effective rhythm

AED Locations on campus:

- 1) North gymnasium (east wall)
- 2) Library (north wall)
- 3) Nurse's Office (west wall next to the restroom)
- 4) Pool Storage Building (east of coaches office)
- 5) Varsity Softball sea train
- 6) Varsity Baseball sea train
- 7) Track concession stand

AED Trained

1) Mike Powell	6) Ken Searcy
2) Hilary King	7) Tiffany Martins
3) David Hodge	8) Fernando Valadao
4) Mimi Shirey	9) Justin Cuellar
5) Curtis Colvin	10) Nanette Hashimoto
	11) Keith Rickard

Air Pollution

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each district will be informed by the Regional or County Superintendent to abide by each standard:

AQI Values	Health Categories	Cautionary Statements for 8 – Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy Red Flag	Active children and adults, people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion

When notified of an AIR POLLUTION episode, Superintendent or Designee will:

1. Instruct employees to minimize strenuous physical activity.
2. Cancel any events requiring the use of vehicles.
3. Urge employees to minimize the use of vehicles.

Bus Accident Procedure

Bus Driver:

- ☐ Protect student passengers from injuries and the bus from further damage.
- ☐ Turn off the ignition, remove the key and activate the hazard lights.
- ☐ Check for conditions that could cause a fire.
- ☐ If conditions are safer outside the bus than inside, evacuate the bus.
- ☐ Do not leave students unattended or unsupervised.
- ☐ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- ☐ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- ☐ Do not discuss details of the accident with media.
- ☐ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- ☐ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- ☐ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- ☐ Dispatch a school representative to the accident location.
- ☐ School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- ☐ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- ☐ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- ☐ Ensure any special health information or medication for any injured student is sent to the hospital.
- ☐ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- ☐ Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- ☐ Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

Severe Weather Procedure

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - o Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until campus can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate the “Off-Campus Evacuation” procedure.

Off-Campus Evacuation Procedure Template

(Modeled after other Emergency Procedures in Crisis Response Plan)

Purpose:

The Off-Campus Evacuation Procedure is used to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

Administration:

- ☐ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.
- ☐ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- ☐ Determine the appropriate pre-designated relocation site and evacuation route.
- ☐ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- ☐ The school Incident Commander or designee will obtain the “*Off-Campus Evacuation Sites*” form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- ☐ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- ☐ Implement procedures for setting up the bus evacuation staging area.
- ☐ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- ☐ Direct staff to move students to the evacuation staging area for loading onto buses.
- ☐ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- ☐ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- ☐ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

Teachers and staff

- ☐ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
 - ✓ Ensure special needs students and staff are assisted. Request help if needed.
 - ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- ☐ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- ☐ Maintain control of your class.
- ☐ While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the Incident Commander or Student Accountability Group or other designee upon arrival.
- ☐ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may also be asked to implement the Teacher Buddy system and assist in staffing the site.

Off Campus Evacuation Relocation Sites

- ☐ Centennial Park
- ☐ Bender Park/Pleasant School

Incoming Buses

- ☐ Transportation will reroute all incoming buses to the school farm

Utility Loss or Damage Procedure

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

Gas Leak - INDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100’, more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of campus and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- ☐ If problem is in, on, a school building and there is smoke or threat of fire:
 - ☐ Evacuate the building(s).

- ☐ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

Suspension and Expulsion Policies

TULARE JOINT UNION HIGH SCHOOL DISTRICT

LEGAL CODE REGARDING STUDENT DISCIPLINE: EDUCATION CODE 48900 AND CONSEQUENCES

ALL PUPILS ENROLLED IN STATE PUBLIC SCHOOLS HAVE THE INALIENABLE RIGHT TO ATTEND CLASSES ON SCHOOL CAMPUSES THAT ARE SAFE, SECURE, AND PEACEFUL. A pupil shall be suspended from school or recommended for expulsion if the Superintendent or the Principal or the Principal's designee of the school in which the pupil is enrolled determines that while under the jurisdiction of the school, the pupil has:

- A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission to possess the item from a certified school employee, which is concurred in by the Principal or the designee of the Principal.
- C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or being detected in the immediate area (motel room, vehicle, etc.) of any controlled substance, alcoholic beverage or intoxicant while under the responsibility of the school and with knowledge of the presence of the substance.
- D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and 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. Stolen 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.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. 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.
- 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.
- L. Knowingly received stolen school property or private property.
- M. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- N. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- O. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against the pupil for being a witness, or both.
- P. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

R. Engaged in an act of bullying, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. Any student found to engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically towards a pupil or school personnel shall be suspended and a mandatory police report is made.

Bullying consists of one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.

S.A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1)While on school grounds.

(2)While going to or coming from school.

(3)During the lunch period whether on or off the campus.

(4)During, or while going to or coming from, a school sponsored activity.

T.A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

U.As used in this section, "school property" includes, but is not limited to, electronic files and databases.

V.A superintendent of the school district 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.

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

.2 – engaged in sexual harassment

.3 - hate violence

.4 - harassment, threats, intimidation against a pupil or group

.7 – made terroristic threats against school officials or school property

A PUPIL WILL BE SUSPENDED OR EXPELLED for any of the above acts when that act is related to a school activity or school 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.

NEW LEGISLATION requires school personnel to contact the police department for any violation involving alcohol or drugs.

Policy for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). The following email is provided to inform all teachers (4) four times each school year:

SAMPLE EMAIL:

Dear Staff,

The district is using Google Forms to notify teachers of the pupils that have been subject to suspension or expulsion. Please note, when taking attendance, a red “**SSA**” will appear next to the name of a student that has violated Education Code 48900 in the previous three (3) years - this information is also updated immediately after an offense has occurred. If you wish to know what code violations were committed, Technology created a 48900 report that is linked to the student password lookup. Attached is a link that will walk you through the process of looking up student password, or accessing the new 48900 report. You may also contact the Assistant Principal at your site if you have questions regarding a student.

<https://docs.google.com/document/d/1fwfs2GN-T3eBX35VUYECKnw3ye6XqaNrWK9pxAwrDAU/view>

Please complete the attached Google Form at your earliest convenience. A receipt will be sent when you complete this task.

Thank you in advance for your cooperation.

**TULARE WESTERN HIGH SCHOOL
HOME OF THE MUSTANGS**

824 West Maple
Tulare, CA 93274
(559) 686-8751 Phone
(559) 687-7389 Fax

To: ALL CERTIFICATED STAFF
From: **Assistant Principal's Office**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- (C-1) possessed/sold/furnished firearm
- (C-2) brandished a knife at another person
- (C-3) sold a controlled substance
- (C-4) committed/attempted to commit sexual assault or sexual battery
- (C-5) possession of an explosive
- (A-1) caused serious physical injury to another person (needed medical attention)
- (A-2) possessed any knife or other dangerous object
- (A-3) possessed a controlled substance
- (A-4) committed robbery or extortion
- (A-5) committed assault or battery upon a school employee
- A – altercations, fights
- B – sold/furnished a knife or dangerous object
- C – use/under influence or possession of a small amount of drugs or alcohol
- D – Look alike substance (offered/tried to sell)
- E – attempted to commit robbery or extortion
- F – caused/attempted to cause damage to school or private property
- G – stole/attempted to steal school or private property
- H – possessed or used tobacco or nicotine products
- I – committed an obscene act or engaged in habitual profanity or vulgarity
- J – possessed drug paraphernalia
- K – disruption of school activities or defiance
- L – knowingly received stolen property
- M – possession of an imitation firearm
- O – harassed/threatened/intimidated a complaining witness
- P – offered or sold/attempted to sell prescription drug Soma
- Q – engaged/attempted to engage in hazing
- R- engaged in act of Bullying
- S – aiding or abetting in the infliction of physical injury
- .2 – engaged in sexual harassment
- .3 - hate violence
- .4 - harassment, threats, intimidation against a pupil or group
- .7 – made terroristic threats against school officials or school property

If you have any questions or want more information, please see Sara Morton, Assistant Principal

Discrimination and Harassment Policy

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

California's Education code specifically prohibits discrimination and harassment against students and staff in schools on the basis of ethnic group identification, race, national origin, religion, color, mental or physical disability, actual or perceived sexual orientation or gender identity. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act. An important part of this intent is to prevent sexual harassment in the work and educational setting.

The Tulare Joint Union High School District will not condone, permit, or tolerate sexual harassment of employee or students in any manner whatsoever. Persons engaging in such harassment may be subject to discipline up to and including discharge or expulsion. Tulare Western High School will not tolerate sexual harassment of any student by any other student or district employee. Any case of harassment should be reported immediately to a school administrator.

Sexual Harassment Definitions

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
- (2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.
- (3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- (4) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school district.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

- (1) The campus or school grounds.
- (2) Properties controlled or owned by the school district.

- (3) Off-campus, if such activity is sponsored by the school district or is conducted by organizations sponsored by or under the jurisdiction of the school district.

Sexual harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, the California Fair Employment and Housing Act and its regulatory guidelines, the California Education Code and District Board Policy.

Violation of this policy shall constitute, generally, just and reasonable cause to discipline, up to and including termination or expulsion, and shall constitute, specifically, persistent violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the governance of the District by the Board of Education of the Tulare Joint Union High School District under Education Code section 44932, subdivision (g).

COMPLAINT PROCESS: Employees or students believing that they have been subjected to sexual harassment or other forms of discrimination should bring his/her complaint to the attention of his/her immediate supervisor or the District's Affirmative Action Officer at the District Office, his/her teacher, counselor or school administrator.

Internal: To accommodate the unique nature of sexual harassment complaints, an internal process is provided for the primary purpose of resolving a complaint at the earliest possible date while protecting the confidentiality of the parties. In order to do this, the District Personnel Division will commence an investigation of each and every claim as expeditiously as possible following receipt. As part of this investigatory process, the District will:

- a) If the complainant is not satisfied with an informal attempt to resolve the matter and wishes to pursue it more formally, obtain a factual written statement of the complaint for the District Superintendent, his designee, or other department heads, site managers, etc., as required on a need-to-know basis.
- b) Obtain from the Associate Superintendent, Personnel, or his designee, authorization to investigate the complaint, review factual information collected to determine whether the alleged conduct constitutes sexual harassment — giving consideration to the record as a whole and the totality of circumstances — including the nature of the sexual advances and the context in which the alleged incidents occurred. At all times, information will only be shared on a need-to-know basis and confidentiality will be protected.
- c) Counsel the individuals involved and outline options available to them.
- d) Take or authorize appropriate action as defined by the Associate Superintendent, Personnel.
- e) Report to the individuals directly involved in the case as to the findings of any investigation and action taken.

External:

- a) If the complaint is not adjusted to the satisfaction of the employee or student in the internal complaint process, Title IX or other complaint forms are available for filing a formal complaint.
- b) Depending on the circumstances of the complaint, any steps of the internal process may be waived and the external process initiated at the appropriate step.

- c) As an alternative to these procedures, employees may contact the Office of California Department of Fair Employment and Housing (DFEH)

Employees or students should initiate complaints in a timely fashion. It should be noted that the District wishes to know of any complaint alleging sexual harassment as soon as possible after it occurs.

It is unlawful for the District to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment or academic decisions, fail to treat impartially in the context of any recommendation for subsequent employment or decisions in regard to academic conditions or otherwise deny any employment or academic benefit to an individual because that individual has filed a complaint alleging harassment.

Efforts will be made to protect the privacy of parties involved in the complaint process and will be shared only on a need-to-know basis and will not be considered public record or otherwise available to the general public.



Tulare Joint Union High School District

Transgender and Gender Nonconforming

Students

Ensuring Equity and Nondiscrimination DISTRICT GUIDE

Purpose: The purpose of this district guide is to advise schools regarding issues relating to transgender and gender nonconforming students in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

The guide does not anticipate every situation that might occur. It does offer suggested approaches to specific instances when the protections or the Safety of transgender and gender nonconforming students may come into question.

Definitions: The following definitions apply:

“Transgender students” refers to students whose gender identity is different than from their sex at birth, and whose gender expression is different from the way males or females are expected to look or behave.

“Gender identity” refers to one’s understanding, interests, outlook, and feelings about whether one is female or male, or both, or neither, regardless of one’s biological sex.

“Gender expression” refers to the way a person expresses her or his gender, through gestures, movement, dress and grooming.

“Gender Nonconforming Students” refers to students that have a gender expression that does not conform with stereotypical expectations, for example, “feminine boys,” “masculine girls,” and students who are androgynous. Another example might be the boy who comes to school in clothing that some might perceive as “girls,” or the girls that might be perceived as “boys”.

Note: The definitions provided are not meant to label a student but are intended as functional descriptors.

Guidelines: The following guidelines will be followed in the district:

Issues of Privacy:

All persons, including students, have a right to privacy; this includes keeping a student’s transgender status private. Therefore, school personnel will not disclose a

student's transgender status to others, including parents, and/or other school personnel, unless there is a specific "need to know."

Whenever discussing a particular issue such as conduct, discipline, grades, attendance, or health with a transgender or gender nonconforming student, focus on the conduct or particular issue, and not on any assumptions regarding the student's actual or perceived gender identity. When school personnel must contact the parents of a transgender or gender nonconforming student, "best practice" will dictate that the student should be consulted first to determine an appropriate way to reference the student's gender identity.

Official Records:

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil and the pupil's sex. The District will change a student's official records to reflect a change in legal name or gender that has been changed pursuant to a court order. If a student indicates to school personnel that he or she wishes to be addressed by a name corresponding to his or her gender identity, that name may be entered in the "Alias" field of Aeries. This will serve to inform teachers of the name to be used when addressing the student.

Names/Pronouns:

Students are to be addressed by a name and pronoun that corresponds to the gender identity that the students consistently assert at school. Students may request to be addressed by their "preferred name" (and preferred pronoun) that corresponds to their identity without obtaining a court order or without changing their official records. This reference guide acknowledges that inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur, but it does not condone an intentional and persistent refusal to respect a student's gender identity.

It is strongly suggested that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at conferences with the student's parents. In cases where students and parents may be in disagreement about the name and pronoun to be used at school, school administrators may refer families to appropriate outside counseling services.

Restroom Accessibility

Schools may maintain separate restroom facilities for male and female students. At the discretion of the school administrator, a student may be provided access to a restroom facility that corresponds to the gender identity that the student consistently asserts at school. If the student and administrator feel that there is a reason or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative restroom such as a single stall "unisex" restroom or the health office restroom. In all instances, decisions about alternative restroom use should be governed by the school administrator's judgment concerning the safety and best interests of the student in question.

Locker Room Accessibility

Schools may maintain separate locker room facilities for male and female students. Schools may, however, provide a student access to a locker room facility that corresponds to the gender identity that the student consistently asserts at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:

1. Use of a private area (i.e., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom).
2. A separate changing schedule (either utilizing the locker room before or after the other students).

Sports and Physical Education Classes

Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Participation in competitive athletic activities and contact sports are to be resolved on a case-by-case basis and follows CIF regulations.

Dress Codes

Dress code should be applied uniformly to all students. However, a transgender and/or a gender nonconforming student has the right to dress in accordance with the gender identity that the student consistently asserts at school, within the constraints of the school's dress code, as it relates to health and safety (e.g. prohibitions on wearing gang symbols, regalia, and apparel).

Transferring a student to another school

School sites must ensure that transgender or gender nonconforming students are being provided a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence that threatens students is given immediate attention (i.e. investigating the incident, and, if appropriate, determining and enforcing corrective actions). In general, schools should endeavor to keep transgender or gender nonconforming students at their school site.

Although the remedy or response to a transgender or gender nonconforming student who is being discriminated against or harassed should not be an "automatic" opportunity transfer to another school, the request for a school transfer shall follow all established district policies on Intra-district transfers.

Schools may not offer a transfer to another school on the inaccurate assumptions that a transgender or gender nonconforming student "should expect to be harassed," or "has brought the harassment upon themselves by being open about their gender identity."

Discrimination/Harassment

Complaints alleging discrimination or harassment based on someone's actual or perceived transgender or gender nonconforming identity are to be handled in the same manner as other discrimination/harassment complaints.

The Tulare Joint Union High School District strives to provide a safe and secure environment at all sites. Staff and administrators will treat every student as the gender with which he or she identifies, protect the safety and privacy of all students, and aggressively combat all forms of illegal discrimination. The district will ensure to educate the school community of these guidelines.

Grievance Procedure for Harassment and Discriminatory Intimidation

PURPOSE:

To define the Tulare Joint Union High School District's policy on the prohibition and prevention of harassment and discriminatory intimidation in District employment and academic status or progress.

DEFINITION:

Harassment, as differentiated from sexual harassment, includes acts by one or more persons on another that repeatedly torment, pester, persecute, or otherwise persistently trouble to the point of causing extreme anxiety, frustration, anguish or fear of harm. These acts may be physically or verbally threatening as would be determined by a reasonable person's standard.

It is the intent of the District to provide a working and educational environment for all individuals which is free of harassment and discriminatory intimidation whether based on race, color, religion, sex, age, national origin, handicap or veteran status. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act.

The District will not condone, permit or tolerate harassment or discrimination against employees or students in any manner whatsoever. Persons engaging in such harassment or discrimination may be subject to discipline up to and including discharge or expulsion.

The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of harassment or discriminatory intimidation, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The District acknowledges and respects student and employee rights to privacy. Harassment and intimidation complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential, except to the extent necessary to carry out the investigation or proceedings as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The District recognizes that informal conferences can often lead to an early compromise agreeable to all parties in a dispute. Whenever all parties to a complaint agree to try resolving their problem through an informal process, the Superintendent or designee shall determine the process before beginning a formal compliance investigation.

The procedure for filing and investigating complaints is as follows:

Step 1 - Filing of Complaint:

Any individual, public agency or organization may file a written complaint of alleged intimidation or harassment. The complaint shall be presented to the Superintendent or designee, who will then give it to the administrator assigned to complaint investigations. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint.

Complaints alleging unlawful discriminatory intimidation may be filed by a person who alleges that he/she personally suffered unlawful discriminatory intimidation or harassment, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discriminatory intimidation or harassment. The complaint must be initiated no later than six months from the date when the alleged intimidation occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation:

Within ten days of receiving the complaint, the investigating administrator shall informally discuss with the complainant the possibility of an informal meeting between the complainant and the employee named in the complaint. If all parties agree to meet, the investigating administrator shall make all arrangements for this process.

If the informal process does not resolve the problem within the parameters of law, the investigating administrator shall proceed with his/her investigation of the complaint.

Step 3 - Investigation of Complaint:

The investigating administrator shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful, informal attempt to resolve the complaint. This meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the investigating administrator and the complainant may ask other individuals to attend this meeting and provide additional information.

When the investigation is completed, the findings will be communicated to the complainant. If not satisfied with the results of the investigation, the complainant will be told of his/her right to bring harassment or discriminatory intimidation cases before the Department of Fair Employment and Housing or the Board of Trustees in closed session.

Tulare Joint Union High School District
Tulare Western High School
Dress and Grooming Policy

Administrative Regulation 5132(a)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

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

In addition, the following guidelines shall apply to all regular school activities:

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency, safety, and good taste as deemed appropriate by school administration.

1. Footwear must be worn at all times
2. Any apparel, jewelry, accessory, notebook, backpack, or manner of grooming, which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in gangs, advocates drug use, violence, disruptive behavior or is offensive is prohibited. A behavior contract is enforced based on gang associated activities.
3. Caps and hats are not permitted on campus. From November 1st to March 1st, beanies will be allowed outdoors and must be:
 - Free of designs other than district/school logos
 - Free of any gang affiliation
 - Free from advocating any alcohol, drug, or tobacco product

Any beanie not deemed appropriate by a school administrator will be confiscated.

Upon approval by site administration and for sun protection, students are allowed to wear a full brim hat that is constructed of cotton or canvas material, capable of being folded up while in the classroom. These hats must be:

- Free of any type of logo or writing
 - Solid white or khaki color
 - Removed upon entering building
4. See-through, bare midriff, fishnet blouses, spaghetti strap tops (straps must be one (1) inch or wider), low cut, revealing tops, muscle shirts, strapless tops, off-the-shoulder and undershirts are prohibited. Shirts cut low under the arm will not be acceptable. No student may wear clothing that contains words that are suggestive or has suggestive double meanings of lewdness, obscenity or vulgarity. Clothing advertising alcohol, drug or tobacco products is prohibited.
 5. The length of shorts must be within the bounds of decency and in good taste as appropriate for school. All shorts, skirts, and skorts must reach mid-thigh. Biker shorts shall not be worn as

outer garments.

6. Any clothing, hairstyle, piercings, or styles of dress that may cause a threat, have a negative effect, or disrupt the educational process will not be permitted.
7. Shirts must be worn at all school activities including sporting events. Bare midriffs will not be allowed.
8. No baggy or sagging clothes are permitted. Pants must fit at the waist, hips, crotch and thighs. Belts must be tucked into the pant loop. No inappropriate holes or frays will be permitted.
9. Bandannas are not allowed at school or at school-sponsored events.
10. Towels, T-shirts, folded shirts or any other clothing article cannot be worn around the neck, draped over the shoulder, or hanging from the pocket.
11. Heavy chains that may pose a danger are prohibited.
12. Sports jerseys are not allowed on campus other than those with district/school logos effective 2014-2015.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

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

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

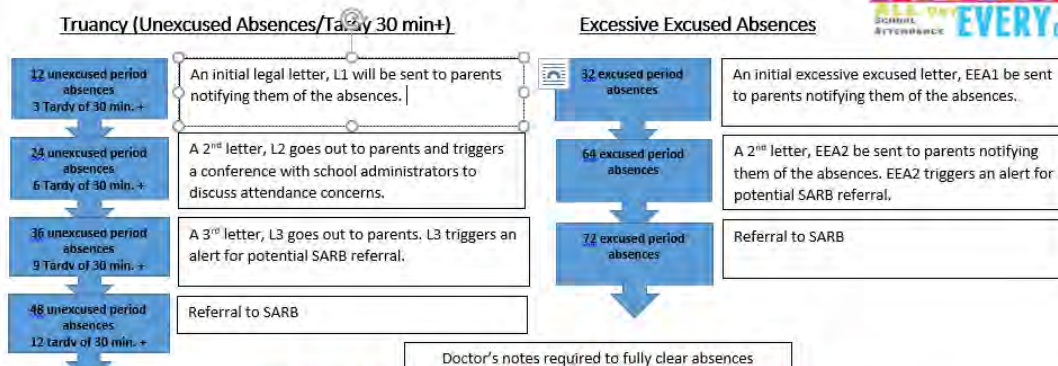
Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

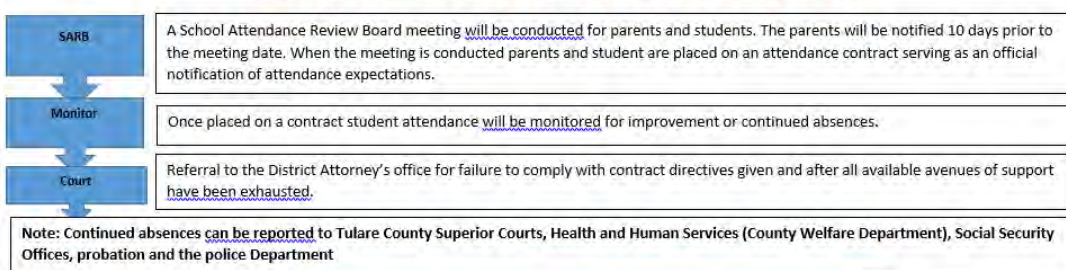
Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

TJUHSD Attendance/SARB Process

TJUHSD Attendance/SARB Process for Parent:



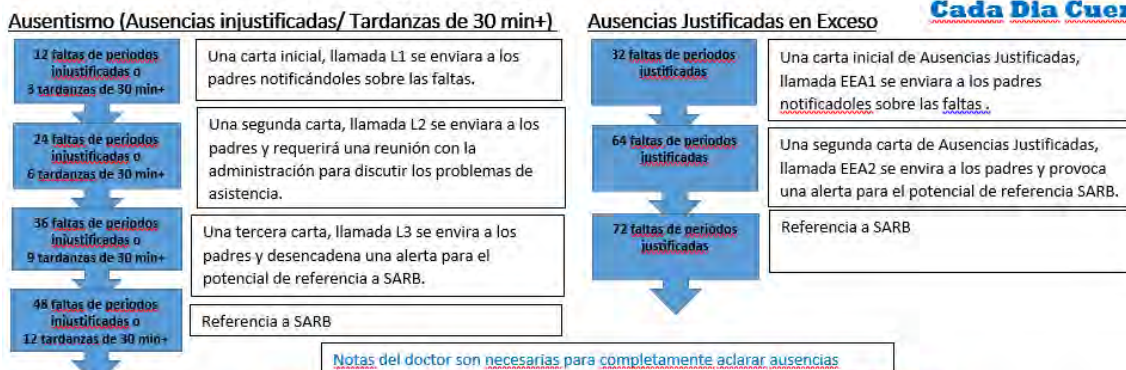
Student Attendance Review Board (SARB) Process



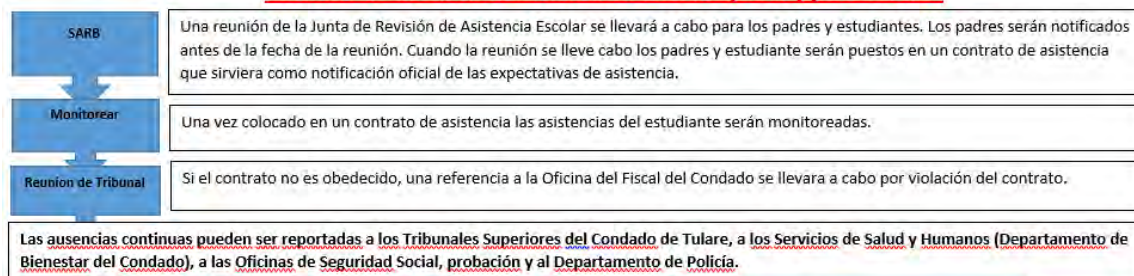
All Absences Subject to the California Department of Education Ed Code Laws.

Ed Code. 48263. If any minor pupil in any district of a county is a habitual truant, or is irregular in attendance at school, as defined in this article, or is habitual insubordinate or disorderly during attendance in school, the pupil shall be referred to a school attendance review board or to the probation department for services if the probation department has elected to receive those referrals.

TJUHSD Asistencia/Proceso de la Junta de Asistencia Escolar (SARB) Para Padres



Proceso de la Junta de Asistencia Escolar (SARB) para Padres



Todas las ausencias están sujetas a las Leyes Del Código Educativo del Departamento de Educación de California

Código Ed. 48263. Si cualquier alumno menor en cualquier distrito de un condado es un ausente habitual, o es irregular en la asistencia a la escuela, tal como se define en este artículo, o es habitual insubordinado o desordenado durante su asistencia a la escuela, el alumno puede ser referido a una escuela junta de revisión de asistencia o al departamento de libertad condicional para servicios al departamento de libertad condicional ha elegido recibir estas referencias.

Safe Ingress and Egress Procedures

Safe Ingress/Egress of Pupils, parents, and school Employees

Safety of students, parents, and school personnel begins with the access to the school site. The following District rules have been instituted to support a safe environment for all:

- All visitors entering our campus are to sign in at the school office.
- All students are to exit and enter vehicles at the designated areas.
- Tulare Western High School is a Modified Closed Campus. Freshmen and Sophomores shall remain on campus during lunch. In order for Juniors and Seniors to receive off-campus privileges during lunch, students must meet the following requirements:

Juniors: During Junior year have accumulated 100 units by the beginning of the first semester; or 130 units by the beginning of the second semester.

Seniors: During Senior year have accumulated 160 units by the beginning of the first semester; or 190 units by the beginning of the second semester.

Any student attempting to leave campus must present their ID Card. Students are not to leave the school campus unless they are being picked up by a parent or authorized person whose name appears on the student's emergency card on file in the school office/on Aeries, or unless a notification is given by the parent in writing. Acceptance of a facsimile with the parent's signature may be approved by the school administration in emergency situations.

Ensuring a Safe and Orderly Environment: School Climate

At Tulare Western High School, we take great pride in having a safe and secure campus. Here are a few guidelines regarding school safety that all Tulare Western students are expected to follow:

Any kind of threat made on our campus by anyone, either verbally or in writing, will be considered a very serious issue. Both the school and the police will become involved in the case. The admin team will utilize the Threat Assessment model to determine what kind of threat was made, the seriousness of the threat, the validity of the threat, and what necessary steps should be taken next. If necessary, the student may be suspended from school and the situation investigated for possible expulsion from the school district. Threats of any kind have no place on our campus.

It is against the criminal law and school law to bring any kind of weapon to school. This includes any kind of knife. The education code allows for a student to be expelled from school for bringing a weapon or any kind of dangerous object onto a school campus, if other means of correction cannot be successful. Expulsion will occur if a weapon or any dangerous object is found in the student's possession, in their backpack, in their locker, or in their car parked on campus. Furthermore, any student found in possession of a weapon or dangerous object will be arrested by the police.

We advise students to not jeopardize themselves or their education by violating either of these two guidelines.

We also ask for assistance and cooperation by communicating to a staff person if students hear or see anything that could threaten the safety of others on campus.

With everyone working together, our goal is that Tulare Western High School will continue to maintain a safe and secure campus.

School Climate Data Analysis

Priority Area	Data Source	Justification
Priority One: Gang Awareness/Prevention	Climate Survey Staff Observations Referrals Suspensions School Resource Officer SSIP Coach	Gangs are prevalent in Tulare County and in Tulare County schools and gang awareness and prevention have become a priority. Our goal is to keep the influence of gangs out of Tulare Western, to keep students safe, and to create positive experiences for all students. All staff must realize the many reasons students join gangs and come up with prevention strategies, programs, and services.
Priority Two: Bullying Awareness/Prevention	Staff Sprigeo Reporting Observations Counseling referrals Aeries Data Dude Be Nice Week	Creating and maintaining a safe learning and social climate at Tulare Western is crucial in ensuring all students have an equal opportunity for success. Bullying affects students' lives inside and outside of school. With the pervasiveness of technology, bullying is becoming more prevalent and harder to prevent.
Priority Three: Drug/Alcohol Awareness Prevention	Counseling referrals Suspensions Expulsions Recovery Resources YSB Towards no Drugs Athlete Drug Testing	Statistics show that there is a high rate of teens involved in drugs and alcohol. Our goal is to keep students involved in curricular and extracurricular activities to develop a strong sense of pride, school ownership, and self-worth to deter the involvement in drugs and alcohol in student lives.
Priority Four: Strengthen student self-respect, student relationships to school and staff, (i.e. school spirit, school ownership, positive relationships, eliminating apathy).	Staff Observations Student involvement Character Counts Attendance data SART Club Fair Dances, Rallies, Homecoming activities, Western Week. PBIS- Positive Behavioral Interventions and Supports training.	Studies show that dropout rates are reduced and student success is increased when students have positive relationships with staff and take ownership of their school. Reducing violence can also be accomplished by creating an atmosphere of mutual respect and student respect and through good facilities and resources. Providing students with activities to get involved, increases positive experiences for the high school student. A PBIS team has been created to create, develop, and implement a comprehensive program. (ERIC/CUE Digest No. 115).

School Climate Action Plan

School Climate

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: Reduce the number of students affiliated with gangs and reduce incidents relating to gang activity by 5% by the end of the 2019-2020 school year with the intention of reducing the incidents every year.

Activities: Implementing intervention and prevention programs such as Reconnecting Youth, XL afterschool program, SSIP Counselors, YSB group sessions, SRO/Administration meetings with students. Creating an effective, consistent strategy (training on detection and reporting) that staff is familiar with and uses to combat gang involvement. Also, in creating staff gang awareness the staff will take more of a vested interest in gang members in hopes of creating positive relationships and reducing gang involvement. Increasing parent awareness about gangs through presentations and information that can help parents at home, and the community, in prevention, especially if their child is affiliated. The implementation of a school wide PBIS program will also work toward creating an environment that is not conducive to overt gang activity and will allow for students to feel comfortable reporting any activity.

Goal Two: To create a bully and harassment free school.

Objective Two: By compiling results from school climate surveys and WASC data, a significant increase in the feelings of student safety was measured.

Activities: Bully awareness and training of staff, the identification of a bully and the immediate intervention, counseling services, creating a way for students to anonymously report harassment, and creating student awareness through rallies, self-esteem builders, and coping skills. Implementation of Sprigeo software to report bullying from computer (internet) generated reports. A commitment by TWHS administrators to follow-up with all Sprigeo reports in a timely manner. ASB will design and lead the campus through an Anti-Bullying/Dude be Nice Week.

Goal Three: Drug/Alcohol Awareness and prevention

Objective: To reduce the amount of drug and alcohol related incidents at Tulare Western High School by 10% by the end of the 2019-202 school year.

Activities: Tulare Western will utilize the services of Recovery Resources to help speak to students who have had drug and alcohol related incidents as well as students who are identified at risk of using drugs and alcohol. Tulare Western has attempted to increase the communication between outside agencies and stakeholders like the boys/girls club and the community youth center, to provide students with opportunities for activities after school.

Goal Four: Strengthen student self-respect and student relationships to school and staff.

Objective: To provide numerous opportunities for students to get involved in school, build relationships with other students and staff, and to take pride in their campus.

Activities: Tulare Western High School begins the year with a club fair. All clubs and sports teams are invited to set-up tables in palm lane to display information and recruit students for involvement. All students have the opportunity to walk palm lane to see what kinds of clubs or teams they can join. The event is decorated, festive, and well attended. ASB coordinates after-game dances throughout the school year and works hard to promote and include all students. ASB moves their sound system around campus to play music near the various groups of students during the lunch hour. The Tulare Western Link Crew program works hard to link incoming freshmen to the campus. Link Crew mentors periodically meet with their freshmen to check-in on them, answer questions, and invite them to upcoming events. Football game tailgates and Friday night sports night are other activities that involve the freshmen. ASB has “revamped” their homecoming activities to involve more students. First, all clubs and classes that submit a candidate, participate in all events. Secondly, each candidate must recruit a 9th, 10th, and 11th grade student to participate with them. TW had over 150 students participating in noon-time activities during homecoming week. Students are encouraged to involve themselves in western week activities as well, with over 180 students participating in the spring of 2017. Staff does a great job of participating in these events as well. Staff is always willing to make connections with students outside of class by being on teams, lip syncs, rally skits, and much more. A PBIS – Positive Behavioral Interventions and Support team has been created at Tulare Western High School. This team of people includes: an administrator, counselor, teacher, special education teacher and school psychologist. This team of five have been participating in trainings and is working with the staff at Tulare Western to create, develop, and implement and a comprehensive system of working with students on discipline issues. The theme for this system is Mustang P.R.I.D.E. P = participate, R= respect, I = integrity, D = drive, E = excellence.

Action Plan

School Climate

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: Reduce the number of students affiliated with gangs by 5% and reduce incidents relating to gang activity by 5% by the end of the 2019-202 school year with the intention of reducing the incidents every year.

Goal Two: To create a bully and harassment free school.

Objective Two: By analyzing results from student surveys and SPRIGEO reports at the end of each school year.

Goal Three: Drug/Alcohol Awareness and prevention

Objective: To reduce the amount of drug and alcohol related incidents at Tulare Western High School by 10% at the end of the 2019-202 school year.

Goal Four: Strengthen student self-respect and student relationships to school and staff.

Objective: To provide numerous opportunities for students to get involved in school, build relationships with other students and staff, and to take pride in their campus.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Reconnecting Youth	Annual	Leandra Garcia Steve Amundson	County Grant		Ongoing
Recovery Resources/YSB Counseling/SSIP Counseling	Annual	Leandra Garcia Betty Bejar	Alcohol Prevention Funding/Student Funding		Ongoing
Comprehensive Plan/Strategy	Fall 2019	Sara Morton	N/A	Staff is currently exploring preventative strategies	Ongoing
Advisory Group	Annual	Sara Morton	N/A	Partnership area stakeholders like boy/girls club, etc	Ongoing
Staff Awareness	Annual	Sara Morton	N/A	Continuous updates and awareness of student gang involvement	Ongoing
Student Surveys	Each Spring	Kevin Covert	N/A		Yes

Bullying/Harassment awareness education for students	Annual	Sara Morton ASB	Safety Grant	District Wide	Ongoing
Staff Training	Annual	Sara Morton District Office	N/A	N/A	Ongoing
Counseling Services	Annual	Sara Morton	N/A	N/A	Ongoing
Sprigeo	Annual	Sara Morton Rudy Carrasco Angela Martinho	Safety Grant	Sprigeo Website/reports	Ongoing
ASB Club Fair	August	ASB Amundson	ASB	N/A	Every August
Link Crew Activities	Annual	Link Crew Amundson	District	N/A	Ongoing
Homecoming Activities	September Annual	ASB Steve Amundson	ASB	N/A	Ongoing
Staff Involvement w/students	Annual	ASB Amundson Sara Morton	ASB	N/A	Ongoing
PBIS Positive Behavioral Interventions and Support	Ongoing 2019-202	PBIS Team	PBIS Grant	N/A	Ongoing
Mental Health/Behavior Workshops	Implemented Spring 2013	Leandra Garcia	Mental Health Grant	Educating parents on mental health issues and behavior issues	Ongoing
Student Athlete Drug Testing	Ongoing	Kevin Covert	Safety	Weekly drug tests through Recovery Resources	Ongoing
Active Shooter Education – AliCE	Fall/Spring 2019-2020	Sara Morton	Safety Grant	Updates and options to create awareness to an active shooter on campus	Ongoing

Ensuring a Safe and Orderly Environment: Physical Environment

At Tulare Western High School, we take great pride in having a safe and secure campus. Listed below are areas that Tulare Western High School implements to ensure safety on the campus:

- Tulare Western High School has annual inspections of the physical plant. Maintenance reports of all infrastructure is up to date with state and federal regulations.
- Tulare Western High School has over 85 working surveillance cameras to monitor campus safety, with eight desktop video monitoring stations. Recent proposals have been submitted for additional cameras and updated hardware.
- Administration, Campus Supervision, Police Officer, Security Guards, Cafeteria Staff, and the Maintenance departments have 40+ hand held two-way radios with 2 base stations to communicate any issues regarding safety, monitoring, or maintaining the campus.
- Tulare Western has three full-time security guards to monitor the campus throughout the school day.
- Tulare Western has a full-time SRO on campus to assist administration, and work pro-actively with students to make good choices.
- Tulare Western has a campus supervision team that helps monitor the campus throughout the school day. This team includes administrators, SRO, and teachers.
- Tulare Western is training all staff members that participate in campus supervision in Crisis Prevention Intervention Training through the Tulare County Office of Education.
- All staff members of Tulare Western High School participate in Active Shooter Training using the ALICE training philosophy annually.
- Tulare Western High School has adjusted student access to the campus in the morning. Students may access the campus via the bus circle gate or the gate near the student parking lot. Both of these gates are monitored by security guards when they open. All gates are locked when morning bells ring. Students can access the campus after all gates are locked through the attendance office or the administrative office.
- Scan Student Identification Card Authorization (SSICA) was implemented in 2015-2016 to monitor student tardies, and off campus privileges. Students tardy in the morning are scanned when entering campus and lose off campus privileges for one week. Students leaving at lunch are scanned to confirm they have 95% attendance and are on track to graduate.

Additionally, Tulare Western has retro-fitted the front doors of both the attendance office and administration office to include: locked doors with a speaker/buzz-in system that lets office staff give permission to the individuals that enter the buildings.

We also ask for assistance and cooperation by all stakeholders of Tulare Western High School campus to communicate any defects or issues they may see to administrative staff that could threaten the safety of others on campus.

With everyone working together, our goal is that Tulare Western High School will continue to maintain a safe, secure, and well-maintained campus.

Action Plan

Physical Environment

Goal One: To create an aesthetically pleasing campus that will increase student ownership and reduce incidents of violence, encourage school spirit and pride, and where students feel safe and respected.

Objective One: By the end of the 2019-2020 school year, ideas will be generated and a plan will be in place to create a more aesthetic, student centered campus.

Activities: Get ASB and other students involved in creating, designing, and implementing a program that promotes school pride through activities that: increase campus cleanliness, bathroom cleanliness, and student traffic throughout the day.

Goal Two: To use a bell/intercom system throughout the campus be for bells, making announcements, and emergency situations.

Objective Two: Installation of school wide intercom system and implementation of its use in safety procedures including codes for different safety related events.

Activities: Recent nationwide incidents of school violence have made school safety a priority of the Tulare Joint Union High School District and Tulare Western High School. Significant efforts have already been implemented toward making the TWHS campus a safe and secure environment. Recent collaboration with the Tulare Police Department in preparation for Active Shooter Training at the campus highlighted the need for a working public address system for the school. In an emergency, a public address system would be invaluable in alerting the staff of the danger and what procedures they are to follow. A new intercom system has been installed campus wide during the 2015-2016 school year. This intercom system allows for school wide messages to be sent over it, as well as important safety information. The installation of the intercoms has also allowed for the creation of safety codes to be used school wide for various events.

Goal Three: Administration, Counseling, and Attendance use SSICA to scan students in and out of campus when they are tardy, when they leave for lunch, and when they return late to school after lunch.

Objective Three: Implement Scan Student Identification Card Authorization (SSICA) to monitor student attendance, truancy, and graduation status

Activities: Administration will scan student ID cards when students are tardy in the morning and scan student ID cards when leaving for lunch. Off campus privileges will be lost when the students acquire ten tardies or more, when they are late to school, when they fall below 95% attendance and if they are not on track to graduate.

Action Plan

Physical Environment

Goal One: To create an aesthetically pleasing campus that will increase student ownership and reduce incidents of violence, encourage school spirit and pride, and where students feel safe and respected.

Objective One: By the end of the 2019-202 school year, ideas will be generated and a plan will be in place to create a more aesthetic, student centered campus.

Goal Two: To use bell/intercom system throughout campus.

Objective Two: Installation of school wide intercom system and implementation of its use in safety procedures including codes for different safety related events.

Goal Three: Administration, Counseling, and Attendance use SSICA to scan students in and out of campus when they are tardy, when they leave for lunch, and when they return late to school after lunch.

Objective Three: Implement Scan Student Identification Card Authorization (SSICA) to monitor student attendance, truancy, and graduation status

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Campus Recycle Program	Ongoing	MECHA Club	N/A	N/A	Ongoing
Update Bell/Intercom system	Fall 2017	Rudy Carrasco Gjon Guerrero	District Safety	N/A	Yes
Use Intercom system to read announcements and communicate important information to students	Fall 2017	Rudy Carrasco Gjon Guerrero	District Safety	N/A	Yes
Use Scan Student Identification Card Authorization (SSICA)	Fall 2017	Sara Morton Rudy Carrasco Angela Martinho	District Safety	Security and Administration greets students as they enter/leave campus	Yes
Active Shooter Education	Ongoing	Sara Morton	Safety Grant	Updates and options to create awareness to an active shooter on campus	Ongoing

Policies and Procedures

Policy/Procedure	Compliance Y/N	Comments	Next Steps
Child Abuse	Y	Follow county regulations and board policy.	Report to Tulare County CPS. File written report.
Disaster/Crisis/ Earthquake	Y	Conduct disaster drills. That is monitored by Tulare Police and Fire Department.	Continue drills annually.
Suspensions and Expulsions	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Notification of Dangerous Pupils	Y	Receive information from county probation agencies.	Continue to adhere to rules and regulations annually.
Discrimination and Harassment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Dress Code	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe Ingress and Egress	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe and Orderly Environment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Rules and Procedures on Discipline	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Hate Crimes/Bullying Reporting	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Graduation and Attendance	Y	Follow Attendance and graduation policies	Continue adherence annually

Evaluation of Action Plan

Effort and Process:

- Number of staff, students, families and others involved
- Number of hours
- Number of meetings

Impact:

- Reductions in:
 - School Crime
 - Suspensions
 - Expulsions
 - Referrals
 - Truancy
 - Negative perceptions
- Increase in:
 - Academics
 - Attendance
 - Positive climate
 - Positive outcomes

Appropriate Programs and Strategies that Provide School Safety

Tulare Western High School safety program involves a wide range of administrators, counselors, teachers, and school staff that support the safety and welfare of all students.

Tulare Western Safety Staff:

Kevin Covert, Principal
Sara Morton, Assistant Principal
Leandra Garcia, Assistant Principal- Head Counselor
Rudy Carrasco, Dean of Students
Angela Martinho, Dean of Students
Krishna Adams, Dean of Studnets
Katherine Nunes, Counselor
Art Magallanes, Counselor
Lizabeth Prado, Counselor
Michelle Gill, Counselor
Ana Rivera, Counselor
Cecilia Moraza, Counselor
Stephanie Gutierrez, School Psychologist
Yesenia Lopez, Assistant Principal Secretary
Sally Herrera, Switchboard/Receptionist
Carol Garcia-Alvarez, Attendance
Jon Thorpe, SRO – Tulare Police Department

Campus Supervision Team (teachers):

Luke Vidak (Head of Supervision Team)
Steve Amundson
Ariel Quezada
Keith Rickard
Robert Jacobo
Ken Searcy
Josh Gomes
Justin Cuellar
Jake Cardoso
Gabriel Azevedo
Jenna McGuire
Ryan Rocha
Maria Ramirez
Andrew Reynoso
Maria Spellman
Jennifer Zolnierowicz

Detention:

Tony Rodriguez

Other Staff:

Ryan Bertao, Recovery Resources Counselor

Betty Bejar, SSIP Coach

Safety procedures are addressed and implemented every school year through Student Folders, Campus Newsletter, and Freshman Orientation. The Campus Police Officer works with school administration, counseling, and the Campus Security Team to monitor and enforce school rules and regulations which includes supervision before school, breaks, lunch, and after school. Radios and school PA system are utilized to ensure immediate communication with teachers, students, and staff at Tulare Western High School.

Administration and Counseling address issues on a student by student basis and work to promote safety of academic success at Tulare Western High School. Duties include monitoring and reinforcement of the requirements of school academic progress and school behavior.

If students need further assistance with behavior or issues, the District Psychologist, outside counseling, and reconnection youth program are utilized to try to provide the most qualified intervention program for all Tulare Western students.

If counseling, discipline and intervention methods do not assist students on campus, referrals can be used to transfer students to alternative education sites in the district.

Students are required to carry a Student Identification Card at all times to purchase food, to be allowed to leave campus, to use the bus to be shuttled to other campuses in the district, and to attend school activities that occur after school hours.

Visitors that come to Tulare Western campus must check in with the receptionist, sign a register, and given an identification tag with their name on the tag.

Campus Supervision Team 2019-2020

Sara Morton	Assistant Principal
Rudy Carrasco	Dean of Students
Angela Martinho	Dean of Students
Krishna Adams	Dean of Students
SRO Thorpe	School Resource Officer
Security Tony	Security Guard
Security Tamara Riley	Security Guard
Security Ruben	Security Guard
Counselors (Weekly Rotation)	Lunch Gate Monitoring
Luke Vidak	Science Teacher
Steve Amundson	ASB Director
Keith Rickard	P.E. Teacher
Robert Jacobo	English/ELD Teacher
Ken Searcy	Health Teacher
Josh Gomes	Science Teacher
Justin Cuellar	P.E./Resource Teacher
Jake Cardoso	Social Science Teacher
Gabe Azevedo	Social Science Teacher
Jenna McGuire	English Teacher
Ryan Rocha	P.E. Teacher
Maria Ramirez	Math Teacher
Andrew Reynoso	Science Teacher
Maria Spellman	English Teacher
Jennifer Zolnierowicz	English Teacher
Tony Rodriguez	Social Science Teacher

Firearms on School Grounds

Business and Noninstructional Operations

BP 3515.7(a)

FIREARMS ON SCHOOL GROUNDS

Cautionary Notice: SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Board of Trustees is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. *School grounds* include, but are not limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference: (see next page)

FIREARMS ON SCHOOL GROUNDS (continued)

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Regulation
approved: June 23, 2016

TULARE JOINT UNION HIGH SCHOOL DISTRICT
Tulare, California

Discipline Procedures

Tulare Joint Union High School District

Discipline Code Summary

GENERAL AIMS

This summary of the revised Discipline Code of the Tulare Joint Union High School District is given to all of our parents and students. We want to make certain that students, parents and staff understand that school regulations governing discipline are based on written rules. Each staff member of the Tulare Joint Union High School District who works with students and parents has been given the opportunity to read and understand these rules and regulations.

This Discipline Code clearly spells out unacceptable actions by students against persons or property. It is also designed to protect the constitutional rights of students. In recent years the courts have emphasized the constitutional principle that students do have certain rights when they attend our schools. Such rights include freedom of expression, speech, and equal educational opportunity. Along with these rights come additional responsibilities on the part of the students. The staff of the school system will work with the students to help them understand their rights and responsibilities and to grow to maturity with additional respect for fairness, justice and truth.

When students are suspended or expelled from school or school activities, we take this action to protect the physical safety of other students or staff or to ensure that classroom instruction is continued without interference. The general safety, well-being, and educational goals of all students must be considered along with the rights and responsibilities of each individual.

Before a student can be suspended, a hearing by local school officials must be given to each student who has been accused of violating the Discipline Code. Parents or guardians must be notified by mail stating the specific acts for which the suspension was ordered. The parents will be invited to the school to discuss the matter.

California law permits suspension from school and school activities for a period of five days, except while waiting for action by juvenile court or the Board of Trustees, when time may be extended.

In expulsion cases, a full hearing is given to each student. This is held before a panel of administrators and teachers appointed by the Board of Trustees. The facts of each case are carefully reviewed in this hearing and findings from the administrative panel are presented to the Board of Trustees in executive session with a recommendation. Final action is taken by the Board of Trustees in open session.

The complete Discipline Code with its supporting data is a very long document. Copies are kept at each school and may be examined there by patrons and students. It is our hope that these rules and regulations will help our schools to carry on in the best tradition and without interrupting their main function - that of giving each student the best education possible. The complete California Education Code may be secured on the web at www.cde.ca.gov.

EXPECTED STUDENT BEHAVIOR

The Board of Trustees of the Tulare Joint Union High School District, in support of public education and the exercise of general supervision of the secondary schools of the District, believes that the conduct of students attending the high schools must establish an educational climate conducive for the furtherance of educational opportunities for youth and the promotion of learning.

To assure this aim, the people of the State have empowered local boards of education to regulate student conduct.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (E.C. 35291)

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (E.C. 48908)

There is a place and an appropriate educational program in our schools for every student interested in pursuing an education. The law requires attendance of youth between certain ages and the public has, through numerous legislative enactments, expressed its will that educational opportunities shall be provided for all.

RULES AND REGULATIONS

The following conduct is not permitted. Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, provided that a pupil may be suspended for any of the reasons enumerated in E.C. Sections 48900 (a-s), 48900.2, 48900.3, 48900.4, 48900.7, 48901.5 and sections of 48915 upon a first offense.

a) The principal may recommend a pupil's expulsion for any of the acts enumerated in Section 48900 and in sections of E.C. 48915.

b) Upon recommendations by the principal or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated E.C. Sections 48900 (a-s), 48900.2, 48900.3, or 48900.4, 48900.7; and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others and that other means of correction are not feasible. The governing board shall order expulsion for violation of E.C. 48915 (c-1) to (c-5).

CAUSES FOR DISCIPLINARY ACTION

VIOLATIONS RELATING TO PERSONS

ABUSE / HARASSMENT, THREATS OR INTIMIDATION (physical or verbal attack on district employee or student) (E.C. 44810, 48900 (a)(1), (a)(2), 48900 i and o, 48900.4, 48900.7; P.C. 71)

ASSAULT AND BATTERY (assault or battery upon another student or upon school personnel; threat of force or violence toward school personnel, at any time or place related to school attendance or functions) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), 48915 (c-2), (a-1), (a-2), (a-5); P.C. 240-243, 245)

BUS CONDUCT (continued disorderly conduct or persistent refusal to submit to authority of the driver) (C.A.C. 14103)

DEFIANCE, DISRESPECT, ETC. (insubordination or defiance toward school employees, either in language or action) (E.C. 48900 k; 48908)

ELECTRONIC LISTENING OR RECORDING DEVICE (It is the students' responsibility to make sure that all devices, including cell phones, are turned off and secure during the official school day. use of all electronic communication devices, without prior consent of the principal, is prohibited. (E.C. 51512, 48901.5)

EXTORTION / ROBBERY (taking possessions from another person by threat or force) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), e and g, 48915 (a-4); P.C. 240, 241, 524)

FIGHTING (involvement in fighting either in groups, gangs, or as an individual on school premises or elsewhere under authority of school personnel) (E.C. 32210, 44807, 44810, 48900 (a)(1), (a)(2), 48915 (a-1)

FORGING (forging notes, signatures, excuses or other school documents) (E.C. 48900 k; P.C. 470)

GAMBLING (any betting, gaming played with cards, dice, coins, or other items of value is prohibited) (P.C. 330)

HAZING / HATE VIOLENCE (committing any act that injures, degrades, or disgraces any fellow student or person attending the institution) (E.C. 32050-32051; 48900 q; 48900.3; 233) (Ref. 610R Admin. Code and AB 1785. See definition of hate violence in KHSD Discipline Code)

KEYS (illegal possession, unauthorized use or duplication of keys to school buildings or premises) (P.C.469)

RECEIVING STOLEN PROPERTY (knowingly received stolen school property or private property) (E.C.48900 l)

SECRET CLUBS (membership on school campus prohibited) (E.C. 48900 k)

SEXUAL HARASSMENT / ASSAULT (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting)(E.C. 48900.2, 212.5, 48915 (c-4)

STEALING (stealing school property or from persons while on school property or at school sponsored events) (E.C. 19911, 35291, 44807, 48900 g; P.C. 484-485)

TARDINESS / TRUANCY (late to class; missing class(es) illegally) (E.C. 48260-48262)

VEHICLES (failure to observe posted traffic and parking regulations) (V.C. 21113, 42001)

OTHER OFFENSES (serious infractions of behavior standards, not identified above, inimical to the welfare of the school, including buildings, property, staff, students or other personnel during the school day or while in attendance at school functions) (E.C. 48212, 48900 (a)(1) to 48900 o, 48915)

VICTIMS OF VIOLENT CRIMES

Victims of violent crimes, while in or on school grounds, will have the option of an intra-district transfer. Incidents will be reviewed on a case by case basis to determine whether a student is the victim of a violent offense as provided for in the California *Penal Code*.

VIOLATIONS RELATING TO STUDENT DRESS

The District believes that appropriate dress and grooming contribute to a productive learning environment. 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 interferes with the educational process. Clothing and personal adornment styles change frequently and any "dress code" which explicitly defines acceptable school wear quickly becomes outdated. Therefore, Tulare Joint Union High School District school administrators have utilized the following general guidelines to make case by case judgments regarding appropriateness of school attire.

GUIDELINES

DISRUPTIVE CLOTHING / ADORNMENTS (Any clothing or adornment which causes reactions by other students causing the teacher to lose the attention of the students, to modify or cease instructional activities, or to deal with student confrontations or complaints.)

SLOGANS, ILLUSTRATIONS (Slogans or illustrations which promote the use and/or glorification of drugs, alcohol or tobacco are not acceptable. Profane, vulgar, racial, ethnic or sexist slogans or illustrations on articles of clothing also are not acceptable.)

REVEALING APPAREL (Any see-through apparel or attire which does not cover undergarments is not acceptable.)

DANGEROUS ATTIRE (Attire which may be used as a weapon may not be worn -- e.g.: steel-toed boots, chains, items with spikes or studs.)

"COLORS" (The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes or advocates membership in a group or gang which advocates drug use, racial or ethnic disharmony, or which advocates violence or other disruptive behavior, is prohibited.)

UNSAFE APPAREL (Any attire or adornment which creates a safety hazard for the wearer or others is prohibited. Included within this criteria is the expectation that all students will wear shoes.)

SPECIFIC CLOTHING REQUIREMENTS (Specific learning activities in shops, labs, on-the-job training in business/industry, or co-curricular activities may have additional clothing and appearance regulations.)

CLEANLINESS (All clothing should be reasonably clean.)

CONSEQUENCES OF DRESS AND GROOMING VIOLATIONS

First Violation - Home contact and the violator will be requested to change clothing, hairstyle or cosmetic.

Second Violation - Home contact and alternative to suspension or suspension if student refuses alternatives.

Third Violation - Home contact and suspension.

VIOLATIONS RELATING TO STUDENT EXPRESSION

LEWD OR LASCIVIOUS ACTS (engaging in or performing lewd or lascivious acts on school grounds or at school sponsored activities) (P.C. 314)

PROFANITY / VULGARITY (continual or habitual use of profanity or vulgarity) (C.A.C. 300; E.C. 48900 I)

VIOLATIONS RELATING TO CAMPUS DISTURBANCE

FALSE FIRE ALARMS (willfully tampers with any fire alarm equipment or deliberately sounds a false fire alarm) (E.C. 48900 k; P.C. 148.4)

LOITERING (persons on school premises unlawfully) (P.C. 653 g)

PICKETING (persons posted to affect the school) (P.C. 407, 409)

SIT-INS, WALK-ONS, ETC. (violations of rules governing lawful assemblage on school grounds or at school events; failure to disperse) (P.C. 407, 409, 416, 420 j, p, 626.2, 626.4, 626.6, 626.8)

TRESPASSING / FORCED ENTRY (trespassing or forced entry with respect to school buildings or school events) (E.C. 32210, 44810; P.C. 902 p, 626.8)

UNAUTHORIZED VISITORS (persons who come into any school building or onto any school ground or adjacent areas without lawful business thereon) (E.C. 44810; P.C. 626.8, 647 b, 653 g)

VIOLATIONS RELATING TO PROHIBITED ITEMS

ALCOHOL / INHALENTS (use or possession on school campus or at school sponsored events) (B. & P.C. 25608, 25658, 25662; C.A.C. 14251; E.C. 48900 c, 48915 (a-3); P.C. 647 e)

CHEMICAL SPRAYS (possession of or use of any chemical weapon) (E.C. 48900 b; P.C. 12403.7 (4))

DRUGS / NARCOTICS (use, possession or sale of narcotics or other hallucinogenic drugs or substances or any other controlled substances on school grounds or elsewhere under the authority of school personnel) (E.C. 48900 c, 48915 (a-3), (c-3); H. & S. C. 11350, 11353, 11354, 11357, 11359, 11361, 11377, 11378, 11380; P.C. 647 e)

Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in lieu of the substance. (E.C. 48900 d; H. & S. C. 11382)

DRUG PARAPHERNALIA (possession of, offered, arranged, or negotiated to sell drug paraphernalia) (E.C. 48900 j)

ELECTRONIC SIGNALING DEVICES (use of any electronic signaling device is prohibited during the official school day, except for health reasons when prescribed by a licensed physician and approved by school administration) (E.C. 48901.5)

TOBACCO (use or possession of tobacco or any products containing tobacco or nicotine products on school grounds or elsewhere while under the authority of the school) (E.C. 48900 h; 48901)

WEAPONS OR THREAT THEREOF (possession, sale or furnishing of any firearm (gun), knife, explosive, or other dangerous object of no reasonable use to the pupil at school, or at a school activity off school grounds) (C.C. 1714.1, 1714.3; E.C. 48900 b, 48915 (a-2), (c-1), (c-2); P.C. 245. 626.9, 626.10, 653 k, 12020, 12021.2, 12301) Possession of an imitation firearm (gun). (E.C. 48900 m)

SEARCH AND SEIZURE (personal or private property on school grounds, adjacent to the school, or while under the authority of school personnel, is subject to search and seizure by school officials) (E.C. 493331; H.& S.C. 11364.7, 11471)

LASER POINTERS OR LASER DEVICES (possession, sale or the furnishing of any device that conducts a laser beam such as a laser pointer is strictly prohibited.) (E.C. 48900B)

VIOLATIONS RELATING TO PROPERTY

BOMB THREATS (false report that a bomb or other explosive has been placed in school buildings or on school grounds) (L.C. 3367; P.C. 148.1)

DEFACING OR DAMAGING SCHOOL PROPERTY (VANDALISM) (acts which endanger life of students, employees or visitors or result in damage to school buildings, school property including electronic files and databases or possessions of students, staff members or visitors; parent or guardian is responsible for damages) (C.A.C. 305, C.C. 1714.1; E.C. 19910, 48900 f, 48904; G.C. 6201, 53069.5, 53069.6; P.C. 451, 452, 594, 594.5, 602 j)

FIRES, EXPLOSIVES OR THREAT THEREOF (fires or explosives which threaten or cause serious damage to human life or property on campus or at school sponsored events; parent or guardian is responsible for damages) (E.C. 48900 (a)(1), b, 48904, 48915 (a-2); H & S.C. 12304-12306; P.C. 451, 452)

DEFINITION OF TERMS

PROBATION: Placing a student on a trial basis because of prior conditions; must meet specified conditions for a given period of time.

TRANSFER TO ANOTHER CLASS / SCHOOL: A student may be transferred to another class in the same school. A student may be transferred to another school; this decision follows a hearing at the school, or district office.

DETENTION: Keeping a student in custody for a defined period of time in special rooms under staff supervision.

PARTICIPATION DENIAL: Preventing the student from participating in school activities.

SUSPENSION: Temporary denial of class and/or school attendance for causes of action committed on school property, school buses, at school functions, or elsewhere. Usually students are referred by teachers to the appropriate administrator for disciplinary actions if the students are unresponsive to normal classroom and/or school expectations of behavior.

EXPULSION: Action by the Board of Trustees to deny the right of school attendance with a time limit. (E.C. 48915-48918)

EXEMPTION: Action to eliminate the requirement of compulsory school attendance; not related to misconduct. (E.C. 48220, 48221, 48410)

EXCLUSION: Action by the Board of Trustees to discontinue attendance for either a definite or indefinite period of time. (E.C. 46010.5, 48211, 48212)

EXTRA-CURRICULAR ACTIVITIES

Participation and/or attendance at extra-curricular activities is considered a part of the educational program for students. Participants carry extra responsibilities as representatives of their schools. Student conduct rules also apply to extra-curricular activities. Penalties in most cases will require some loss of participation privileges. Disciplinary action procedures outlined in the adopted code will be followed by the member schools in order that each case might be evaluated individually as prescribed by the Board. A summary of the Athletic and Activity Control Code with a more detailed explanation of the rules and regulations is included in this document. A complete draft is available at your school site.

STUDENT EXPRESSION

Students have the right to exercise free expression; however, student expression, assemblage and/or publication distribution shall not materially disrupt class work, involve substantial disorder, or invade the rights of others. The Board of Trustees has adopted regulations establishing the time, place and manner for these activities as related to class schedules and physical campus arrangements in each school.

ENFORCEMENT

The certificated staff of the schools and the district shall enforce all school regulations as prescribed by law and Board regulations. The administration of each school shall enforce the Board adopted regulations to maintain proper conditions for the safety, health and physical well-being of all persons on campus and elsewhere while engaged in school-sponsored activities.

Suspension of students will be ordered by the principal after the appropriate notice and hearing have been given students. Expulsions may be ordered by the Board of Trustees when charges are substantiated after a proper hearing.

Should the student be expelled by the Board of Trustees of the Tulare Joint Union High School District, the action may be appealed by the student or parent to the County Board of Education.

The Tulare Joint Union High School District police force provides armed, POST-certified police officers at all comprehensive school sites. Also on campus are anywhere from one to two adult security team members. As such, only the Tulare Police Department and Tulare County Sheriff's Office constitute larger police agencies in Tulare County.

RIGHTS AND RESPONSIBILITIES

In our form of government the judicial system interprets the law and its applications and orders compliance with its interpretations. Judicial decisions have constantly supported the authority of the State and of school officials to prescribe and control conduct in the schools. This has been extended from control of students while on the school grounds to also maintaining order at other events, such as athletic contests. In recent years, however, the courts have recognized the student's legitimate right to a public education which is protected by the Due Process Clause of the Constitution of the United States. This right cannot be taken away for misconduct without adherence to the minimum procedures required by that clause.

The U.S. Supreme Court has made clear that students cannot collide with the rights of others without expecting a penalty. "But conduct by the student, in class or out of it, which for any reason - whether it stems from time, place, or type of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech."

The role of the parent continues to be of primary importance in the education and control of the student. Parents are encouraged to help their youngsters by stressing the importance of a sound education and by forming a cooperative partnership with the schools to help guide and influence the education of the youngsters.

REFERENCE ABBREVIATIONS

B. & P.C.	- Business and Professions Code	G.C.	- Government Code
C.A.C.	- Calif. Administrative Code, Title 5	H. & S.C.	- Health and Safety Code
C.C.	- Civil Code	L.C.	- Labor Code
E.C.	- Education Code	P.C.	- Penal Code
		V.C.	- Vehicle Code

THE COMPLETE DISCIPLINE CODE IS AVAILABLE FOR YOUR INSPECTION AT EACH SCHOOL.

The Discipline Code was adopted by the Board of Trustees of the Tulare Joint Union High School District on July 15, 2009

Hate Crime Policies and Procedures

The Tulare Joint Union High School District Administrative Code addresses hate motivated behavior in Article 600 R

613.7 Hate Motivated Behavior

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

TJUHSD Intervention Procedures

Services available to students in need/crisis situations:

There are a variety of services available to students in crisis, depending on severity of need:

1. If a student threatens to harm him/herself: the counselor or psychologist will assess the situation (does the student have a plan, do they have access to weapons, etc), notify parent, and contact Tulare Youth Services Bureau Crisis Intervention Team.
2. If a student threatens to harm others: school site administration and psychologist will conduct a threat assessment per district guidelines, and involve school SRO or contact police as needed.
3. If a student has been the victim of sexual abuse: the counselor or psychologist will contact TYSB sexual abuse unit.
4. If a student is being hurt by someone in their family: contact Child Welfare Services.
5. If a student fears for his/her life: counselor/psychologist will assess the situation and determine the specifics, contact administration on-site, notify parents, and follow through with appropriate steps as necessary for the given situation. (i.e. contact police, CWS, conduct threat assessment, etc.)
6. In the event of a death/loss/tragic event on campus: every campus offers counseling sessions involving counselors and school psychologist.
7. If the case is not severe enough to warrant immediate action, or if student requires routine follow-up or additional support, the following are examples of services available on campus:
 - a. TYSB – therapists are on each campus one day per week.
 - b. Recovery Resources – drug/alcohol intervention program sessions are available to students.
 - c. Campus Chaplains on campus
8. Countryside High School is an option for students in our district who need ongoing mental health services. This school serves up to 40 students, and is run in conjunction with TYSB. A therapist is on campus daily, and sessions with a therapist are a required component of Countryside's program.

Hazardous Material Release Procedure

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

Administration:

- ☐ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- ☐ The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- ☐ The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander will direct staff to secure the area around the chemical spill.
- ☐ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- ☐ The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- ☐ Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Campus Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- ☐ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- ☐ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

- ☐ The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- ☐ The Incident Commander will ensure that any buses enroute to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- ☐ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.
 - ✓ Issue an "ALL CLEAR" signal and resume normal school operations

Safety Plan
Mission Oak High School
Tulare Joint Union High School District



February 1, 2020

Comprehensive School Safety Plan
Pursuant to Education Code 32280 - 32289

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PREFACE

Mission Oak High School created the School Safety Team during the 2008-09 school year, the school's first year of existence, with the goal of creating a School Safety Emergency Action Plan. Parent, classified, certificated, and administrative representation constituted the make-up of this School Safety Team. With the Safety Survey taken in October 2008, the team created the original school safety plan. In the time since, the School Safety Team has evolved. It has developed and modified this safety plan from year to year to meet the needs of Mission Oak High School. This current safety plan includes the mandated components of CA State Senate Bill 187 including:

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, power outage, human created disasters, and other emergency actions
- Policies pursuant to Education Code 48915(c) and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students Sexual Harassment Policy
- Dress Code
- Safe ingress and egress to and from school
- Safe and orderly environment conducive to learning Rules and procedures on school discipline

BOARD VISION

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

DISTRICT VISION

Our students will have the 21st Century skills and knowledge through meaningful and relevant learning opportunities to empower them to productively contribute to a global society.

DISTRICT MISSION

Our mission is to empower all students to graduate with college, career, and life-readiness skills.

DISTRICT PRIORITIES

Aligned with the Board Vision, the Governance Team has set the following priorities for 2018-2019:

1. Improve Student Outcomes and Performance

- Provide academic support and enrichment targeting students above grade, at grade and below grade level
- Develop pathways for CTE and Linked learning courses that lead to career certification
- Provide extra-curricular opportunities
- Expand and marked Educational Opportunity programs to continue to meet the diverse needs of our students

2. Maintain Safe Schools

- Maintain safe and secure environment at all sites
- Ongoing training on safety procedures
- Provide bully free environments
- Provide social and emotional support
- Provide an environment free from discrimination

3. Manage Facilities and Student Growth

- Support and Maintain Facilities Master Plan
 1. New classrooms to accommodate growth
 2. Space for programs currently not offered
 3. Safety and Security
 4. Accessibility upgrades (ADA)
- Expand and market educational opportunities programs to meet the needs of our students.
- Maintain current facilities at an acceptable level

4. Maintain the Fiscal Integrity of the District and Fund the Board's Priorities

- Fiscal support for facilities and student growth
- Continue to ensure LCFF funds support targeted students according to the LCAP
- Long-term budget planning
- Evaluate the Farm Enterprise as it supports student learning outcomes (SLO)
- Continue to monitor cafeteria fund

5. Staff TJUHSD with Qualified Personnel and Maintain a Positive Work Environment

- Continue to attract and recruit highly qualified staff
- Continue to provide professional development opportunities
- Continue to provide a conducive educational environment
- Continue to provide leadership growth opportunities

6. Continue to Strengthen Internal and External Communications Systems

- Continue to improve District and School Websites
- Increase Communication with Staff and Parents
- Market our District to inform the community on educational programs and options available

DISTRICT LCAP GOALS

Goal #1 All students will graduate college and career ready by passing their core classes and creating a baseline graduation rate while 50% of the students will enroll in college CTE courses.

Goal #2 All English Learners will improve their English Language Acquisition and achievement.

Goal #3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

MISSION STATEMENT

"Our mission is to empower all students to graduate with college, career, and life-readiness skills."

VISION STATEMENT

All students will be prepared to embrace challenges, seek opportunities, and find purpose in a dynamic, global society.



SCHOOLWIDE LEARNER OUTCOMES

Mission Oak High School Graduates will earn their WINGS:

Will to Succeed

- *Embrace Learning
- *Adapt to change
- *Set and strive towards personal and professional goals

Innovative and Creative

- *Critical thinker
- *Problem solver
- *Express self through arts, sciences, and humanities

Networking

- *Communicate and collaborate
- *Digitally literate
- *Invest in and connect to school and community

Global Citizens/Minded

- *Global awareness
- *Respectful, responsible, and accountable
- *Understand the right and responsibilities of life in a democracy

Self-Directed Learners

- *Read, write, speak, and listen with a growth mindset
- *Gather, analyze, and synthesize information
- *Time management and ability to follow directions

Assessment of the Current Status of School Crime

Insert your sites N.C.L.B. Uniform Management Information Report System Report (UMIRS) here.

Data Source	Comments	Analysis
School Crime	(4) Vandalism suspensions in 2018-2019 School Year	(2) Punctured holes in school bus seat (1) Hole punched in a wall in cafeteria (1) Destroyed a Yondr Pouch in class
Suspensions	(144) Various suspensions for M.O. students during in 2018-2019 School Year.	(48) Incidents involved students that engaged in physical/verbal altercations and threats. (8) Incidents deemed as physical “Assaults”. (71) Incidents were students involved in alcohol/drug related offenses (5) Suspensions for Profanity/Obscenity (1) Suspension for Sexual Assault (4) Suspensions for Weapon (1) Aiding/Abetting (1) Suspension for Leaving Class (1) Threat (1) Selling Drugs (3) Sexual Harassment
Expulsions	(8) Students were taken up for expulsion in 2018-2019	(7) Male students, (1) Female students. (2) Fighting-Physical. (2) Profanity/Obscenity (2) Drug-related expulsions. (1) Possession of a Weapon (1) Assault
Referrals	(1076) Various dispositions in 2018-19)	(110) Defiance dispositions; (172) Conferences (71) Disruptive Behavior dispositions; (165) Tardy dispositions; (122) Dress code violations; (234) Technology violations; (77) Fighting—Verbal and Physical; (59) Truancy dispositions; (67) Violations for minor infractions (i.e. horseplay, unserved detention, unprepared for class, left class, etc).
PBIS Pride Survey	Spring 2019	Data was taken from the last survey in 2018-19. Key areas of concern were discussed in a staff meeting to help better serve our staff, students, and school.
Admin PLC	Admin. Team meets with SRO on a daily basis to discuss campus safety.	The Admin PLC meets daily in both a formal and informal basis to discuss campus safety and supervision, our top priority item. The Admin. Team also meets formally on a weekly basis to discuss schoolwide campus needs and concerns.
Teacher Observations	Teachers were informed to report any issues regarding safety throughout the school year to Administration.	Beginning In-Service P.D. for teachers included information as to how to report behavior issues to parents, counselors, and administrative staff. Additionally teachers have participated in PBIS and ALICE trainings, and they have participated in fire drills and earthquake drills. Teachers have also been trained on threat assessment, sexual harassment, and armed intruder incidents.

Safety Plan Revisions

Mission Oak High School plans and revisions will be documented in 2019-2020 school year.

Date Revised	Person Responsible	Date of Public Meeting	Board Adopted Y/N	Comments
July 2019	Roger Robles	N/A	N/A	Preliminary student data from 2018-19 school year updated in plan.
September 2019	Roger Robles	N/A	N/A	Revisions and updates completed on plan.
October 2019	Roger Robles	N/A	N/A	Revisions and updates completed on plan.
November 2019	Roger Robles	N/A	N/A	Continued revisions to plan. Updated with contacts and accommodations for students with disabilities.
December 2019	Stephanie Dietz	N/A	N/A	Plan due to Asst. Supt. for review.
12/10/19	Stephanie Dietz	N/A	N/A	Plan review with Tulare PD, and Tulare Co. Fire Dept.

Note: Plans must be adopted by March 1st of every year pursuant to Education Code 32286

School Safety Planning Checklist School Year 2019-2020

Mission Oak High School plans and revisions will be documented in 2019-2020 school year.

Item	Compliance Y/N	Comments
School Site Council or School Safety Team Developed	Y	Updated August 2017 to reflect annual staff changes
Assessment of School Crime Conducted	Y	Aeries UMIRS data 2018-19
Other Assessments Conducted	Y	Healthy Kids Survey Spring 2018
Analysis of Data Conducted	Y	Fall 2019
School Site Council or Team Identified Priorities Listed Based on Assessment	Y	Fall 2019
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Y	Fall 2019
An Action Plan Has Been Developed	Y	Fall 2019
Law Enforcement Approval of Plan	Y	Submitted Fall 2019
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Y	Spring 2020 to CSEA, CTA, School Site Council, ASB, City of Tulare Police and Fire Departments
Public Meeting Held on the Safety Plan	Y	Date Conducted: Spring 2020
Annual Evaluation of Safety Plan Conducted	Y	Date Conducted: Fall 2019
Key Findings of Evaluation Presented to Council or Safety Team	Y	Approved by Board Spring 2020
Annual Plan Review and Revisions by March 1 st of each year	Y	Spring 2020

School Safety Team

Name	Contact	Role
Principal or Designee	Michele Borges Stephanie Dietz Rachel Chapman Luis Cobarruvias TBD David Terrel	Principal Assistant Principal Assistant Principal Dean of Students Dean of Students Athletic Director
Classified Employee(s)	Neal Fagundes Brenda Najera Ann Garcia	Maintenance Dept. Lead A.P. Office Secretary Principal's Secretary
Certificated Employee(s)	Jose Lopez Shelby Buchanan	Teacher, Campus Supervision Lead Teacher, Campus Supervision Member
Parent (s)	Johanna Ayon	MOHS Parent
Other Members	Bertha Martinez-Tello Erika Holguin Alejandra Sanchez Jennifer Padilla Gretchen Vander Tuig	Counselor Counselor Counselor Counselor School Site Psychologist
Law Enforcement Contact	Jarrett Robertson	SRO (School Resource Officer)

Note: Develop this team only if the school site council will not be developing the safety plan.

Meeting Dates

Mission Oak High School will make annual reviews of this plan and revisions will be documented.

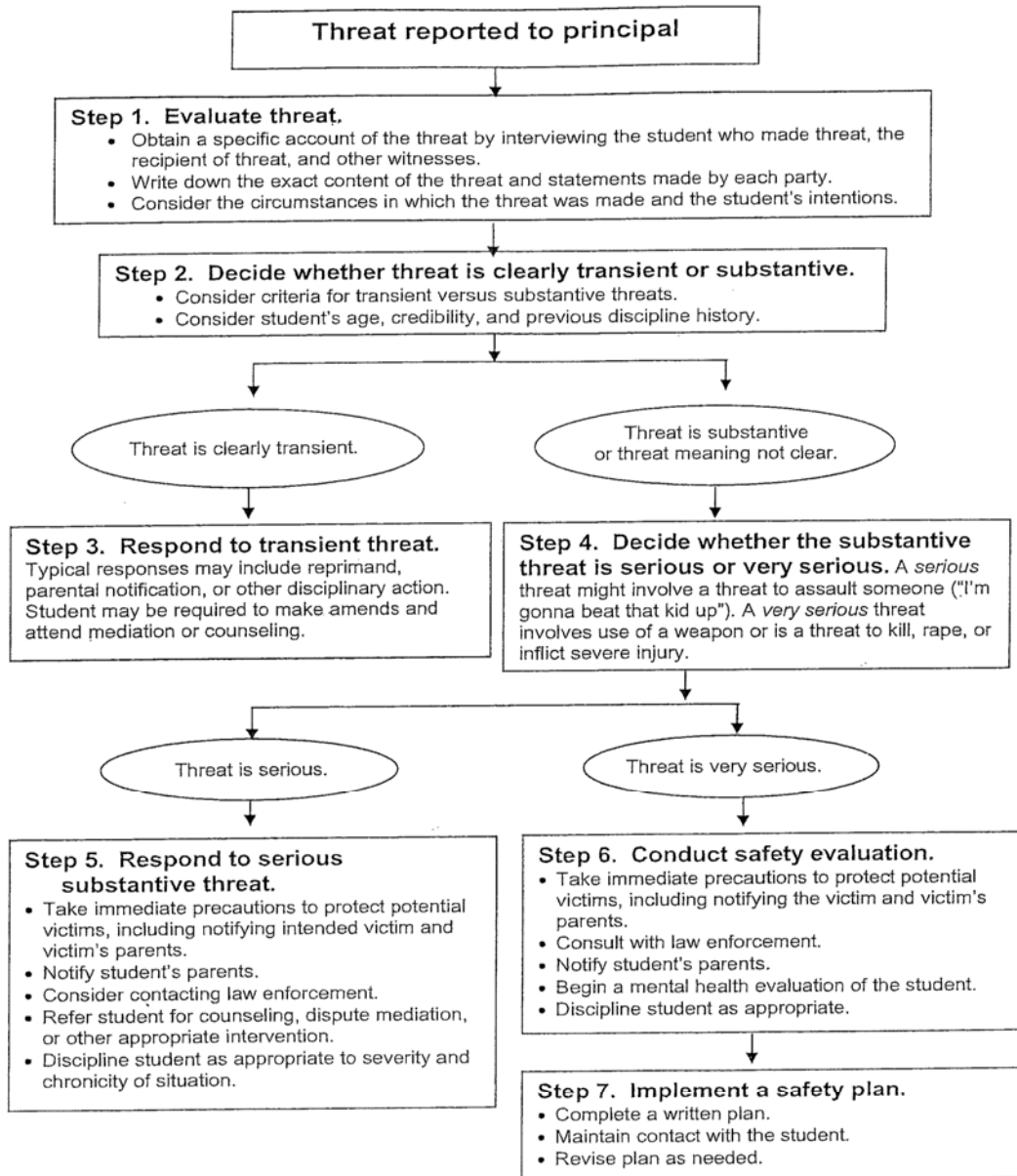
Month	Day	Time	Location	Comments/Needs
August	8/8/19	11:00 am	MOHS Cafeteria	Update staff with new information
September	9/13/19	11:00am	MOHS Admin. Office	Safety updates on day to day campus activities
October	10/1/19	8:30 am	MOHS Admin. Office	Updated School Climate action plans
December	12/13/19	11:30 am	MOHS Admin. Office	Safety Updates on day-to-day operations; present updated Safety Plan to Admin. Team for review.
January	TBD	TBD	MOHS Admin. Office	Safety Updates on day-to-day operations.
February	TBD	TBD	MOHS Admin. Office	Safety Updates on day-to-day operation.
March	TBD	TBD	MOHS Admin. Office	Safety Updates on day-to-day operations.
April	TBD	TBD	MOHS Admin. Office	Safety Updates on day-to-day operations.
May	TBD	TBD	MOHS Admin. Office	Safety Updates on day-to-day operations, Graduation procedures and events.
June	TBD	TBD	MOHS Admin. Office	Review school year, begin data analysis of crime and suspension data, discuss changes for upcoming school year.

Note: Agendas, Minutes or Meeting Notes should be placed in Appendix for documentation

Capacity Assessment

Current Efforts	Target Group	Funding Source
PBIS program-- “REIGN”	All students 9-12 at MOHS.	Grant-funded
Recovery Resources SSIP Counselor, full-time	At risk students. Students with gang issues. Students with drug and alcohol issues.	LCAP
EWS programs/incentive program	At risk students meeting the indicators of Attendance, Behavior, and course completion.	LCAP
Reconnecting Youth & CAST Program, Challenge Day	At risk students. Students with gang issues. Students with drug & alcohol issues. Students with social issues.	County Funding – Drug/Alcohol Grant
Sprigeo –Internet based “Anti Bullying” reporting website	Students are able to report bullying at any time with computer access.	LCAP
Text-a-Tip – Google based phone service.	Students are able to report bullying, fights, drugs, etc, at any time with mobile phone access.	N/A
Virginia School Model on “Threat Assessment” procedures	Administration, counseling and faculty reviewed (trained) procedures of identifying and assessing the significance of any reported threat.	N/A
Non-Violent Intervention Crisis (CPI) Training	Campus supervision teams in including admin, counselors, locker room attendants and campus supervisors	LCAP
ALICE Active Shooter Training by MOHS/TJUHSD Administration	All MOHS Staff	LCAP
Youth Mental Health First Aid Training	MOHS Administration and Faculty	LCAP
Athlete Drug &Alcohol Testing	Athletes are randomly tested for presence of drugs. Drug intervention counseling for positive.	LCAP

Threat Assessment Procedures



Definition: What is Threat?

A threat is an expression of intent to harm someone

Threats may be verbal, written, artistic or gestured

Threats may be direct or indirect, and needs to be communicated to the intended victim or victims.

(I'm going to get him.")

Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise.

("I forgot my knife was in my backpack.")

When in doubt, assume it is a threat.

Types of Threats

Transient vs. Substantive

Transient:

Often are rhetorical remarks, not genuine expressions of intent to harm

- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

Substantive:

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

- a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department:

or
- b. The Jurisdictional Law Enforcement Agency
County Sheriffs Department
Police Department (non emergency)
Emergency Number 911

Some District law enforcement may not meet the notification requirements prescribed by law to receive reports of child abuse. However, all law enforcement officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available on site through the dean of student’s office or the assistant principal’s office.

School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present “to lend support”.

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present?
The staff member should leave the room.
2. The child asks for either the mother or father to be present?
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview?
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

What can the selected staff member do:

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member’s role is one of a “comforter” during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

California Penal Code 11174.3

“School Interview Law”

11174.3. (a) Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, 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, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** 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**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

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

DISASTER PROCEDURES:

- All communication is made with simple verbal directions (intercom, loud speaker, etc.) and not dependent on bells and electronic signals with exception of the standard fire alarm.
- Emergency telephone numbers are posted in the office.
- First-aid kits are easily accessible and staff is knowledgeable on first-aid procedures.
- Instructions for emergency care, medications, and the treatment of illnesses are accessible to all staff.
- Evacuation procedures and routes are posted in compliance with county regulations.
- Under State law (California Emergency Services Act) all public schools are subject to use as evacuation centers or shelters or for other emergency purposes during a disaster.

INCIDENT COMMANDER – The Principal, and/or Principal's Designee

- Commence operations from the center, and
- Take overall responsibility for the operations of the center and its functions.
- Consult Job descriptions for positions below.
- Set up the Command Center and collectively choose:
 - Incident Commander-Principal
 - Logistics and Planning Chief-Campus Officer
 - Operations Director-Campus Officer
 - Search and Rescue Team-Campus Supervision Team
 - Facility Check/Safety & Security-Campus Officer
 - Planning/Intelligence-Campus Officer
 - Medical Director-School Nurse
 - Documentation Staff

OPERATIONS/SEARCH AND RESCUE TEAM

- Collectively choose a Search and Rescue Team Director-Maintenance Director
- Secures as much information on how many, and in what locations missing students, personnel and volunteers are located,
- Visually inspect structures for structural damage before deciding to reenter the structure (if in doubt, ask for help from the Command Center),
- If it is deemed safe to reenter structures, commences rescue operations within

STUDENT CARE AND RELEASE-Classroom Teachers and Specialists

- Instruct students to assemble in a safe place at the assembly area,
- Assume Student Care and Student Release responsibilities
- Take roll using the Student Accounting Form
- Use the Student Release Form for students who leave with parents or authorized adults listed on emergency release forms.
- Maintain a calm, supervised assembly with students
- Keep students informed as appropriate

DISASTER CHAIN OF COMMAND:

Each staff member is given a Disaster and Crisis Response Procedures reference handbook at the beginning of every school year.

1. Disaster Center – **Career Center**
2. All informational releases will come from the Career Center and with prior approval from the Principal.
3. Communication will be through the attendance office command radio.
4. Maintenance and AP's will be responsible for securing shut off valves and cutting mains as needed.
5. Chain of Command

Principal	Mrs. Michele Borges
Assistant Principal	Ms. Stephanie Dietz
Assistant Principal	Ms. Rachel Chapman
Dean of Students	Mr. Luis Cobarruvias
Dean of Students	TBD

Through the Command Center the District, Police and Fire Departments will be notified of any emergency situation on campus and will take the appropriate action(s).

6. Counselors and School Psychologists are available for crisis intervention. There is a plan for suicide, death (staff or student) and all other emergencies included in the District Emergency Preparedness Plan.
7. In the event of a bomb threat, radio and phone communication will cease and the computer will be the only means of communication. Have all students and staff turn off their cell phones and other remote devices.
8. We have installed an “**Emergency**” button on our phone system that will allow individuals to obtain immediate assistance for any pressing need on campus. All Administrators and Counselors are notified of any potential emergency on campus when this tool is utilized.

In order to cut down on accidental emergency calls, we have added a pin number to the emergency notifications on the phones. If you press the “**Emergency**” button, the system will state, *"This notification requires a security code, please enter it now followed by the pound key."* At any time during this notification, you can start the PIN. For all sites the PIN is “**555**.” So, for all emergencies, one must dial the **Emergency**” button followed by the “**555**” PIN number.

CRISIS RESPONSE PROCEDURES:

In the event that a situation develops on the campus that threatens the life and/or safety of students and staff, the following procedures should be followed:

1. The person observing the crisis situation will immediately contact the main office and request to speak with any Dean of Students or Assistant Principal. The person should be prepared to describe the situation in detail, including:
 - a. A description of the problem
 - b. The location of the problem
 - c. Their location (room#)
2. Once the Assistant Principal is briefed, they in turn will contact the campus Police Officer and/or campus Probation Officer and together they may all respond and investigate the situation. They will determine if the situation is in fact a threat to safety.
3. The Principal will be advised of the situation and the appropriate measures will be taken. If a lockdown is necessary, a sequence of five (5) bells will ring in succession. Remember to keep all students in the room with the door locked. The Tulare Police Department will, at this time, be advised along with the District Office.
 - a. All students are to be inside a building or classroom
 - b. Everyone is to get down on the floor, away from windows
 - c. The teacher will attempt to keep everyone calm
 - d. Classroom doors are to be locked
 - e. Students and staff are to remain in the classroom on the floor until the all clear bell rings or the fire drill bell rings to evacuate the school
4. To avoid communication gridlock, **DO NOT USE YOUR CLASSROOM TELEPHONES.** All communication will be through the computer only. Make sure that all cell phones, portable phones and wireless computers (laptops) are turned off. At no time should you use your hand held radio. You will be notified when it is safe to use the above communication.
5. If the emergency situation occurs during a time when student and staff are out of class (before school, break, or lunch) everyone will immediately go to their next class.
6. When the tactical officer arrives for the Police Department he/she will take charge. We will follow their directions and instruction.
7. The Counseling office will serve as command center. All information to be released will be done through the Principal, or designee, at the command center.
8. If evacuation is necessary, students are to go home by their normal means.

CAMPUS ALERT SYSTEM

Duck and Cover:

1. You will hear an announcement made over the PA system notifying staff and students to “Duck and Cover.”
2. If inside, duck under furniture and cover head with arms and hands
3. If outside, drop to the ground, place head between knees, and cover head with arms and hands
4. Move to a sheltered place when possible, but avoid areas where falling objects may harm you

Lockdown: If there was an intruder on campus or some similar situation that would put students in harm:

1. You will hear an announcement made over the PA system notifying staff and students that we are going into “Lockdown.”
2. All students stay in classrooms. The teacher will lock the door. Remain in class until the all clear bell rings. Utilize ALICE training techniques, if necessary.
3. During lunch or break, proceed to the nearest, safest, open building. Remain there until further instructions.

Shelter In Place:

1. You will hear an announcement made over the PA system notifying staff and students to “Shelter In Place.”
2. If inside remain until further instructions are given
3. If outside proceed to nearest building and await further instructions
4. If directed, shut down air or heating system and close doors and windows to protect them from outside air.

Fire Drill:

1. When the alarm sounds, all students are to evacuate the room.
2. Proceed to the safe area as directed by your teacher.
3. Remain in the safe area with your teacher until the all-clear bell rings.
4. Return to class when your teacher gives the go-ahead to do so.

Lunch Time or Break Time Fire Alarm:

1. If you hear a fire alarm during break or lunch time, move away from the buildings and wait for further instructions.
2. Follow instructions from staff for your safety.
3. Do not go to lockers or into any buildings.

*Please refer to Crisis Response Initial Actions sheet

Crisis Response Initial Actions and Intercom Codes

Duck and Cover

- If inside, duck under furniture and cover head with arms and hands.
- If outside, drop to the ground place head between knees, and cover head with arms and hands.
- Move to a sheltered place when possible, but avoid areas where falling objects may harm you.

Lock Down

- If outside, proceed to the nearest building.
- If inside, lock doors and close shades if possible, and implement duck and cover unless otherwise directed.
- Remain in a secured room pending further instructions from site officials or police.

Shelter In Place

- If inside, remain until further instructions are given
- If outside, proceed to nearest building and await further instructions
- If directed, shut down air or heating system and close doors and windows to protect them from outside air

Fire Alarm Evacuate Building

- Immediately evacuate the building using designated routes and go to assembly area.
- Remain in assembly area until "All Clear" or further instructions are given.
- Carry roster and take attendance once everyone is in a safe location.



Quickly determine the most reasonable way to protect your own life. Remember that students will follow the lead of staff members during an active shooter situation.

*****There is no order to ALICE—use your best option to SURVIVE!*****

ALERT

- Call 911, if possible, to alert police to the intruder/active shooter's location

LOCKDOWN

- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- Prevent individuals from entering an area where the active shooter may be
- Lock the door
- Blockade the door with heavy furniture
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- If evacuation and hiding out are not possible, prepare to counter

INFORM

- Dial 911 and if you cannot speak, leave the line open and allow the dispatcher to listen
- Follow the instructions of any police officers

COUNTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the OODA loop of an active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Swarm the intruder, grabbing limbs and pushing head down to take down the intruder
- Immobilize the shooter until police arrive
- Take away any weapons and place in a secure area

EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Keep your hands visible at all times (especially when law enforcement arrives)

Tulare Joint Union High School District Violent Intruder Initial Actions

A

ALERT

Initial Alert may be a gunshot, PA announcement, etc.

L

LOCKDOWN

If evacuation is not a safe option, barricade entry points.
Prepare to Evacuate or Counter if needed.

i

INFORM

Communicate real time information on intruder location.
Use clear and direct language using any communication
means possible.

C

COUNTER

As a last resort, distract the intruder's ability to shoot
accurately. Move toward exits while making noise,
throwing objects or adults swarm intruder.

E

EVACUATE

Run from danger when safe to do so using non-
traditional exits if necessary. Rallying point should be
predetermined.

EARTHQUAKE PROCEDURE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover”.

School Commander (Principal or designee):

- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to dismiss school due to power loss, building damage or other factors.
- ☐ Consider need to evacuate staff and students to off-campus evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

EARTHQUAKE PROCEDURES:

During the Earthquake:

At the first indication of an earthquake, all employees working with students are to give the command to,

- Drop, Cover, and Hold
- Hold the position with students until the shaking stops.

After the Earthquake:

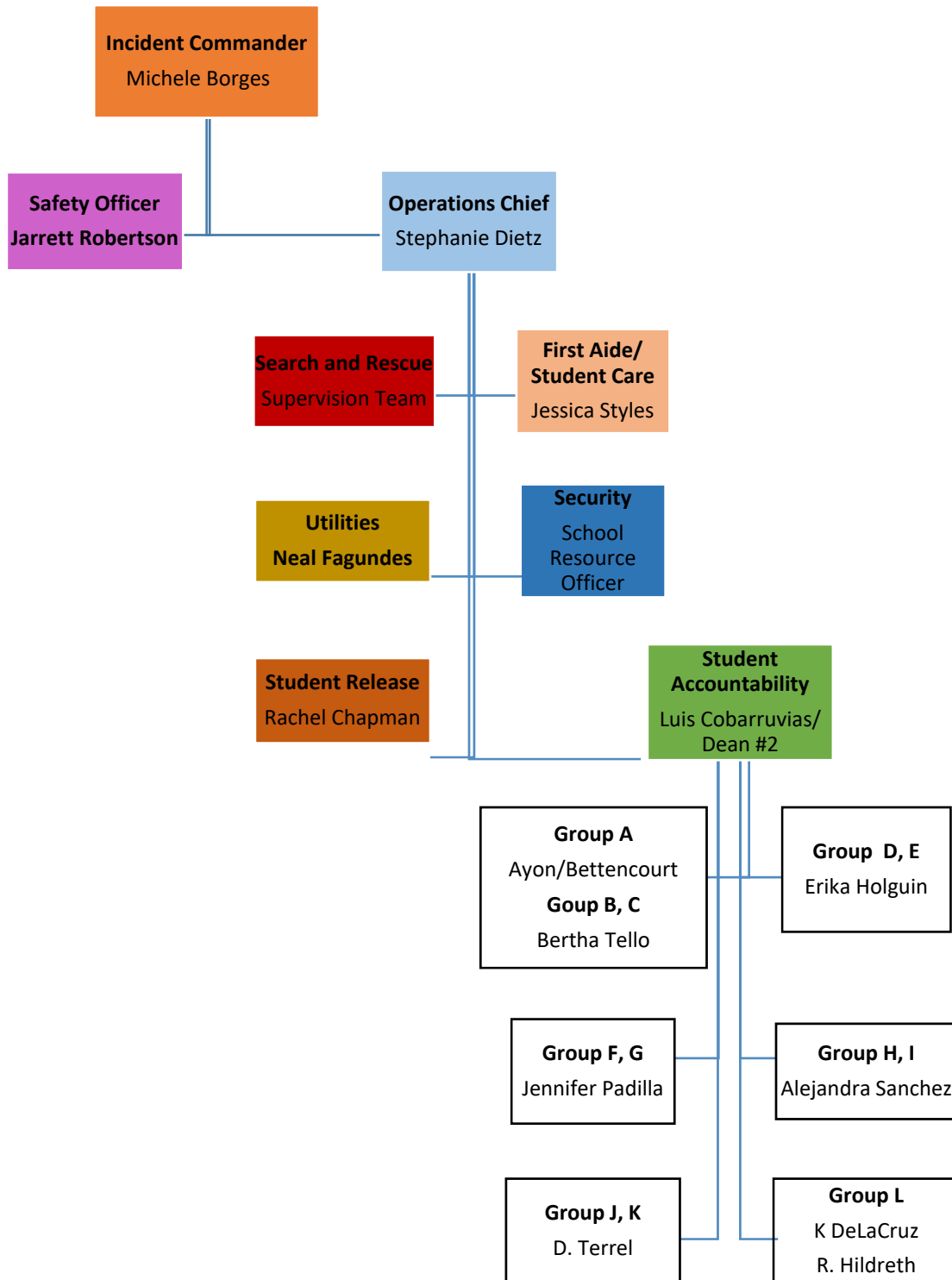
Once the shaking has stopped, the teacher will:

- Assess the situation and remain calm.
- If there are any injured people, contact a buddy teacher (or office/administrative personnel if buddy teachers is unavailable) to decide who will stay with the injured, and who will facilitate the safe evacuation of students.
- An adult must stay with the injured until the search and rescue team can provide assistance in evacuating the injured.
- Assess the evacuation route and evacuate students outside to the FIRE DRILL ASSEMBLY AREA, and away from trees, power lines, etc. Remember to take the roll book, from the rooms.
- Take roll and use the Student Accounting Form to report any missing students to the principal or employee in charge.
- Administrative personnel/designee will notify if/when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

FIRE DRILL PROCEDURES

- The alarm will sound.
- If no alarm sounds but you see or smell smoke, flames or a suspicious order, PULL THE NEAREST FIRE ALARM or report your suspicion to the office and evacuate your room.
- EVACUATE: Upon hearing the alarm, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.
- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room, but do not lock the classroom.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report to the assigned security person, Principal, or employee in charge.
- Follow all directions given by police, fire or any other emergency personnel on scene. In the event of a false alarm, administrative personnel/designee will notify when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

School Incident Command Organizational Chart (School Site Event)



FIRE DRILL REPORTING

1. Emergency Routes posted by the door in every classroom. Teachers are trained on where they are to report as assigned by groups on the campus map. During a fire drill, teachers are to follow the Fire Drill procedures and report to the designated area.
2. After attendance/roll has been taken, the teachers report to the staff member (Administrator, Counselor, or Designee) who has been designated as the “Group Leader.”
3. Command Center will be the Career Center in the Administration building. In the event the Administration building is not accessible, the Band Room in the 500 Building will be the alternate location. (Borges/Dietz/Chapman)

<u>Group</u>	<u>Meeting Area</u>	<u>Assigned Group Leader</u>
A	Front of Admin. Bldg.	Ayon/Bettencourt
B	Front of Library Bldg.	Tello/Cabrera
C	Back of Admin. Bldg.	Tello/Cabrera
D	West end of 100 Bldg.	Holguin/Chapman
E	Middle lawn-area, behind tree line	Holguin/Chapman
F	East end of 100 Bldg.	Padilla/Cobarruvias
G	Grass-area, east end of campus	Padilla/Cobarruvias
H	Front of 500 Bldg.	Sanchez/Dean TBD
I	Outside 500-600 Parking Gate; open lot in front of band room	Sanchez/Dean TBD
J	Grass-area west of 500 Bldg.	Terrel
K	Grass area in front of Cafeteria	Terrel
L	Outside of Gate 5, practice field	DeLaCruz/Hildreth

FIRE/EXPLOSION/BUILDING COLLAPSE

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.**

Administration (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide exact location of fire, explosion or collapse.
 - ✓ Describe current situation, including damage and estimated number of injured.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Ensure fire alarm has been sounded**
 - ✓ If needed, announce changes in evacuation routes due to incident location.
- ☐ **Establish a school Incident Command Post**
- ☐ **Assess situation and begin activating needed ICS functions, for example:**
 - ✓ First-Aid, Accountability, Utility and Security Groups
 - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- ☐ **Meet arriving fire and police personnel**
 - ✓ Be certain to take school Crisis Response Box.
 - ✓ Identify the location of fire, smoke, explosion or gas smell.
 - ✓ Advise locations of injured or trapped persons.
 - ✓ Provide last known location of any missing persons.
- ☐ **Establish Unified Command with emergency response officials.**
- ☐ **Determine if it is necessary to:**
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is safe to re-enter the buildings.**

Teachers/Staff

- ☐ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- ☐ **Implement Evacuation procedures**
 - ✓ Use a secondary route if the primary route is blocked or hazardous
 - ✓ Close, but do not lock, doors when leaving
- ☐ **Inform the school office/school Incident Commander of the emergency**
- ☐ **Following evacuation:**
 - ✓ Account for all students and check for injuries
 - ✓ Immediately report any missing, extra or injured students
- ☐ **Wait for additional instructions**

BOMB THREAT PROCEDURES

If you should receive a call with a bomb threat or any kind of threat, please familiarize yourself with the following procedures:

1. Note the time of the call.
2. Was the caller male or female, try to detect an age of the caller.
3. What details did they give you about the bomb:
 - a. Location
 - b. Time it's supposed to happen
 - c. Where are they calling from
 - d. Is the caller serious or joking
4. Note any kind of background noise.
5. Ask them how they know about the bomb.
6. As soon as the call is complete, please notify an administrator.
7. If unable to reach an administrator by telephone, please press the "Emergency" button on the phone. This emergency notification will be sent to site and district administration.
8. The administration, along with the school's Police Officer and/or Probation Officer will determine the validity of the threat and the necessary decisions to protect the safety of students and staff.

BOMB THREAT PROCEDURE

*(Crisis Response Procedures on Page 23 may also be applied to “**Suspicious Objects**”)*

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- **Introduction**
- **Assessing A Bomb Threat**
- **Call Taker Instructions/Telephone Bomb Threat Report**
- **Response Procedures**
- **Bomb Search Procedures**

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "***Telephone Bomb Threat Report***" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
- ☐ **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.

If threat is deemed credible:

 - ✓ Establish a command post at least 400 feet from campus buildings.
 - ✓ Ensure that it is away from automobiles, refuse containers or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- ☐ **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

- ☐ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.
- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ☐ Report suspicious objects to the school Incident Commander as soon as possible.
- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ☐ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ☐ If you relocate, report your new location and reason for move as soon as possible.
- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ **Follow normal Shelter-In-Place procedures.**
- ☐ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ☐ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ☐ **Take all other steps outlined in the section “IF EVACUATING” above.**

BOMB SEARCH PROCEDURE

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?**
- 2. Is there anything out of place?**
- 3. Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- ☐ **TEACHERS:** Classrooms.
- ☐ **PHYSICAL EDUCATION TEACHERS:** Gym, locker rooms, and related halls.
- ☐ **LIBRARIANS:** Library, storage rooms, and any associated areas.
- ☐ **CAFETERIA PERSONNEL:** Kitchen, cafeteria, and storage areas.
- ☐ **CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.
- ☐ **BUS DRIVERS:** Buses and any bus related facilities on campus.
- ☐ **ADMINISTRATIVE PERSONNEL:** Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.

- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:*

1. Remain calm and politely advise the caller:

“I am a student. Please hold while I get an adult to talk to you.”
2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back

TELEPHONE BOMB THREAT REPORT FORM

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.
Try to get the attention of another staff member to listen-in on the call with you.

Today's Date _____/_____/_____		*SEE NOTE AT BOTTOM OF FORM.	
Call Information - (Can be completed after call)			
Date of call:	Time of call: ☐ AM ☐ PM	Duration of call:	Phone number called: ()
Name of person receiving the call:		Phone number to call for follow up: ()	
Questions for caller: Try to ask these questions IN ORDER (1-9) and document key points of responses.			
1. When will the bomb explode?	4. What does the bomb look like?	7. Why did you place the bomb?	
2. Exactly where is the bomb located?	5. What will cause the bomb to explode?	8. What is your name and phone number?	
3. What kind of bomb is it?	6. Did you place the bomb?	9. Where are you now?	
Document exact wording of threat:			
Description of caller: (Listen closely to help identify.)			
If caller's number appears on your phone, write it here:	Gender of caller: ☐ Male ☐ Female ☐ Unknown	Approximate age of caller:	If voice sounds familiar, who does it sound like?
Other clues: (Listen closely and check all that apply.)			
Voice	Speech	Language	Behavior
Background Noise			

☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport	☐ Quiet
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals	☐ Restaurant
☐ Hoarse	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby	☐ Static
☐ Loud	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds	☐ Street Noise
☐ Muffled	☐ Hesitant	☐ Irrational	☐ Clearing Throat	☐ General Noise	☐ Talking
☐ Nasal	☐ Lisp	☐ Rational	☐ Crying	☐ Guns Firing	☐ Tavern/Bar
☐ Pitch-High	☐ Slow	☐ Slang	☐ Fearful	☐ Gymnasium	☐ Television
☐ Pitch-Med	☐ Slurred	☐ Taped/Recorded	☐ Intoxicated	☐ Machinery	☐ Traffic
☐ Pitch-Low	☐ Stuttered	☐ Uneducated	☐ Laughing	☐ Motor	☐ Train
☐ Pleasant	☐ Other:	☐ Unintelligible	☐ Nervous	☐ Music	☐ Typing
☐ Raspy	☐ If Accented, Describe:	☐ If Foreign, Describe:	☐ Self-Righteous	☐ Party	☐ Water/Wind
☐ Smooth			☐ Other	☐ PA System	☐ Other
☐ Soft					
☐ Squeaky					
☐ Unclear					
☐ Other					

*If the CALL TAKER is a student, the student should:

1. Remain calm and politely advise the caller:

"I am a student. Please wait a moment while I get an adult to talk to you."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

CRISIS PROCEDURES: ROLLING BLACKOUTS

If a rolling blackout is called that affects our campus, our primary concern will be for student and staff safety. If a blackout is called it will probably be for a short duration, approximately one hour. If we are affected by a power outage, please follow these guidelines:

1. Keep your students in your class under your supervision in a calm environment. Please do not send your students out of your classroom. If you have a student who has unique health needs that may be impacted by the power outage, please send that student, along with another student to walk with them, to the nurse's office.
2. Open your classroom door and utilize as much natural light as possible.
3. Please keep your students in your class with you until directed to release them. We will use **AIR HORNS** for bells if they are not working.
4. School probably will not be dismissed because of a blackout. By the time the buses got here to take students home, the power interruption would probably be over and there would not be enough time to notify parents that we were sending their student home.
5. Food Services have contingency plans for serving meals in the event of a blackout.

Hopefully, if a rolling blackout occurs, it will be called after school hours. However, if it is called during class time; please keep your students in your classroom under your direct supervision. This is the safest environment for them during a power outage. A power outage, obviously, can be very disruptive and will require that we adjust while continuing to maintain appropriate supervision of our students.

EVACUATION/SCHOOL CLOSURE:

A school closure or evacuation may be required for a number of reasons including a power outage, severe weather including heavy rain or snow, a chemical spill on Black Road, an extensive gas leak, a bomb threat, a wild fire in the surrounding chaparral or forests, or notification by emergency personnel that an evacuation is required or in the best interest of the students.

EVACUATION: Upon hearing the FIRE ALARM, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.

- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report any missing students to the principal or employee in charge.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

SCHOOL CLOSURE PROCEDURES:

- Office personnel will establish a phone tree within the office, and call for student pick up by a person on the authorized list of each student's enrollment form.
- Office personnel will call the public media to announce closure. IT MAY BE NECESSARY TO USE CELL PHONES DUE TO POWER OUTAGE.
- Office personnel will release students to parents who come to pick up their children using the every-day SIGN-OUT procedures.
- Teachers will stay with their students until all students have been picked up or appropriate arrangements have been made by the administration for students not picked up.
- If necessary, an assembly area will be set up for students remaining at the school. If necessary, the student sign-out area will be moved from the school office and located as close to the assembly area as is practical. In this case, every student released will be recorded on the Student Release Form.

SITE EMERGENCY PROCEDURES

FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency (as appropriate and agreed upon at the students previous IEP).
4. The Site Safety Specialist (or administrative designee) is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

This assignment will be continuous throughout the year due to student movement

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell person where you are going, obstacles you encounter.
- ☐ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ☐ Turn lights on/off to gain person's attention -OR-
- ☐ Indicate directions with gestures -OR-
- ☐ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ☐ Evacuate these individuals as injured persons.
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Use a sturdy chair (or one with wheels) to move person -OR-
- ☐ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options. (utilization of Evac chairs is recommended as appropriate in these instances)
- ☐ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY TELEPHONE NUMBERS

These emergency telephone numbers should be kept in a location that is immediately accessible in case of an emergency. This information will be updated annually and be provided to key individuals.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	559-688-2021
Fire Department	East: 559-684-4360 North: 559-684-4363 West: 559-684-4362
Local Police Department	559-686-3454
Sheriff Department	559-733-6211
Tulare Regional Hospital	559-688-0821
California Highway Patrol	559-734-6767
English Radio Station 580 KMJ Radio	559-490-5858 or 1-800-776-5858
Spanish Radio Station	559-622-8703
SCE	1-800-655-4555
Southern California Edison	1-800-655-4555
Water	559-684-4324
Gas Company	1-800-427-2000
American Red Cross	559-732-6436

DISTRICT MANAGEMENT TEAM EMERGENCY CONTACTS

First	Last	Site	Title	Cell Phone #
Tony	Rodriguez	DO	Superintendent	559 901-9458
Dr. Lucy	Van Scyoc	DO	Asst Superintendent, Curriculum	559 679-7192
Barbara	Orisio	DO	Asst Superintendent, HR	559 303-8408
Tammy	Aldaco	DO	Asst Supt/Student Services	559 679-0377
Vivian	Hamilton	DO	Director of Business Services	559 901-5427
Pierotti	Daniel	DO	Director of Facilities	559 754-6146
Donny	Trimm	DO	Director of Technology	559 280-5584
Bobby	Richardson	DO	Director of Transportation	559 759-4492
Janet	Stephens	DO	Director of Food Services	559 631-3185
Jason	Edwards	DO	Director of Special Education	559 303-0716
Carrie	Nelson	DO	Nurse	559 331-2455
Lupe	Aguilera	DO	Child Welfare & Attendance	559 827-1278
Denise	Douglas	DO	Coordinator of Educ Technology	559 302-8222
Courtney	Hendrickson	DO	AVID/PBIS Coordinator	559 329-5525
David	McAllister	DO	Techn Curriculum Specialist	559 631-0351
Michelle	Nunley	TU	Principal	559 799-6994
Roger	Robles	TU	Assistant Principal	559 972-2799
Shanelle	Hererra	TU	Dean of Students	559 280-8939
Chandalin	Champlin	TU	Dean of Students	559 816-5691
Terry	Langlie	TU	Head Counselor	559 331-5331
India	Leal	TU	Counselor	559 624-0790
Jose	Marquez	TU	Counselor	559 445-0886
Michelle	Potts	TU	Counselor	559 731-5812
Miguel	Torres	TU	Counselor	559 901-9712
Liliana	Sanchez	TU	Counselor	559 471-6816
Diana	Hatton	TU	Athletic Director	559 679-9286
Lolly	Garcia	TU	Psychologist	559 960-7339
Kevin	Covert	TW	Principal	559 967-4159
Sara	Morton	TW	Assistant Principal	559 786-0346
Leandra	Garcia	TW	Assistant Principal/Counseling	559 679-3088
Rudy	Carrasco	TW	Dean of Students	559 694-1306
Angela	Martinho	TW	Dean of Students	559 303-1165
Krishna	Adams	TW	Dean of Students	559 802-0192
Arturo	Magallanes	TW	Counselor	559 300-9940
Cecilia	Moraza	TW	Counselor	559 303-7341
Katherine	Nunes	TW	Counselor	559 329-5116

First	Last	Site	Title	Cell Phone #
Lizabeth	Prado	TW	Counselor	559 625-5733
Daniel	Villareal	TW	Counselor	559 273-6842
Michael	Powell	TW	Athletic Director	559 901-6054
Stephanie	Farmen	TW	Psychologist	559 905-9582
Michele	Borges	MO	Principal	559 303-0968
Stephanie	Dietz	MO	Assistant Principal	559 572-6373
Rachel	Chapman	MO	Assistant Principal/Counseling	559 250-4166
Luis	Cobarruvias	MO	Dean of Students	559 553-3976
TBD		MO	Dean of Students	
Erika	Holguin	MO	Counselor	661 638-2507
Jennifer	Padilla	MO	Counselor	661 778-8362
Alejandra	Sanchez	MO	Counselor	559 827-8018
Bertha	Tello	MO	Counselor	559 917-1681
David	Terrel	MO	Athletic Director	559 331-0026
Gretchen	Vander Tuig	MO	Psychologist	559 331-1890
Steve	Ramirez	Alt Ed	Principal	559 936-4245
Richard	Torrez	Alt Ed	Dean of Students	559 905-8933
Susan	Meadows	Alt Ed	Psychologist	559 999-0527
Liz	Rocha	Alt Ed	Counselor	559 679-3355
Dereck	Domingues	SVHS	Principal	559 269-9383
Veronica	Covert	SVHS	Counselor	559 967-4160
Larriann	Torrez	TAS	Director	559 920-0664
Rosa	Vargas	TAS	Counselor	559 445-1691
Sylvia	Silva	TAS	Director of Vocational Nurse Ed	559 731-4882
Wendi	Powell	ACHS	Principal	559 901-5622
Sara	Zakarian	ACHS	Dean of Students	310 279-8713
Abel	Loza	ACHS	Counselor	559 361-3790
Roxanne	Bernard	ACHS	Psychologist	559 496-9991
Dan	Dutto	Farm	Director Ag Program	559 331-7091

Feeder School Emergency Contact List 2019-2020

Primary Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work Cell #:	Email Address:
Buena Vista School District	Carole Mederos	Supt/Principal	559 732-7162	559 686-9470	559 686-2015	cmederos@buenavistaeagles.org
Liberty School District	Keri Montoya	Supt/Principal	559 786-3349		559 686-1675	kmontoya@liberty.k12.ca.us
Oak Valley Union School Dist	Heather Pilgrim	Superintendent	559 936-2657			h.pilgrim@oakvalleyschool.org
Palo Verde Union School Dist	Phil Anderson	Superintendent	559 972-8804		559 688-0648	phil@palo-verde.k12.ca.us
Pixley Union School Dist	Montgomery Dunbar	Superintendent	559 930-5150			mdunbar@pixley.k12.ca.us
St. Aloysius	Holly Zamora	Principal	559 972-6207		559 686-6250	hzamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	559 972-7320	559 686-0436	559 688-7451	terri.rufert@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	559 804-6611			sbettencourt@tulare.k12.ca.us
Tulare Joint Union HS District	Tony Rodriguez	Superintendent	559 901-9458	559 686-1580		tony.rodriguez@tulare.k12.ca.us
Tulare City School District	Brian Hollingshead	Superintendent	559 804-9085			bhollingshead@tcsdk8.org
Waukena Jt Union School Dist	Deanna Cardoza	Superintendent	559 805-5373			deannac@waukena.k12.ca.us

Alternate Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work Cell #:	Email Address:
Buena Vista School District	Dana Milanesio	Business Manager	559 936-2845	559 688-6182		dmilanesio@buenavistaeagles.org
Liberty School District	Terri Shirk	Business Manager	559 280-1333			tshirk@liberty.k12.ca.us
Oak Valley Union School Dist	Matt Baxter	Principal	661 303-4522			mbaxter@oakvalleyschool.org
Oak Valley Union School Dist	Marvin Sanders	MOT Director	559 719-0821			
Palo Verde Union School Dist	Rose Machado	Assistant Principal	559 358-0998	559 688-0800		rmachado@palo-verde.k12.ca.us
Pixley Union School District	Joel Munoz	Director, Maint & Oper	559 936-2381			
St. Aloysius	Lani-Kay Silva	Bookkeeper		559 686-6250		lsilva@sastulare.com
Sundale Union School District	Cindy Gist	Principal	559 331-4092			cindy.gist@sundale.org
Tulare City School District	Philip Pierschbacher	Asst Supt/Personnel		559 687-9521	559 805-9370	ppierschbacher@tcsd.k12.ca.us
Tulare Jt Union HS Dist	Barbara Orisio	Asst Supt/HR	559 303-8408			barbara.orisio@tulare.k12.ca.us
Tulare Jt Union HS Dist	Tammy Aldaco	Asst Supt/Student Services	559 730-6329			tammy.aldaco@tulare.k12.ca.us
Tulare Jt Union HS Dist	Lucy Van Scyoc	Asst Supt/Curriculum	559 679-7192			lucy.vanscyoc@tulare.k12.ca.us
Waukena Jt Union School Dist	Loretta Myers	Business Manager	559 740-8175			lorettam@waukena.k12.ca.us

**STUDENT CARE EMERGENCY/DISASTER
SIGN-OUT ROSTER FORM for EMERGENCY/DISASTER PREPAREDNESS**

Please complete upon release of a child from an emergency/disaster evacuation site.

A best practice recommendation is to have only one person/staff release the children program wide.

Program Roster Childs Name	Class	Time Picked Up	Picked Up by Whom	Destination
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

Prevention of Illness and Communicable Diseases:

School Personnel are expected to incorporate the instruction of ways to prevent the spread of the common cold, flu, and other communicable diseases. This includes the teaching of appropriate hand washing techniques, good sleeping, exercise, and eating habits, procedures for disposing of contaminated tissues, and appropriate techniques to use for coughing, sneezing, etc.

Medical Emergencies:

Accidents:

I. Check –What happened (fall, fight, sport injury, etc.)?

- Do not move victim if a fall from significant height has occurred
- Assess victim for bleeding
- If unconscious, check for breathing and pulse

II. Call – For assistance from adult office personnel

- Use radio
- Send a pair of students – direct them to return and report to whom they gave information.

III. Care – First aid as necessary until help arrives.

- Do not carry a child to the office. Get an office chair with wheels for transport.
- Office personnel shall give first aid if needed.
- If, in the judgment of the office personnel the victim needs additional emergency care, the Emergency Card on file will be used in order to reach a parent or an authorized person to pick up the child and/or access further medical assistance.
- In the event that the injury is serious and needs immediate attention and/or the victim's parent or other authorized persons on the Emergency Card cannot be reached, office personnel are authorized to call 911 for emergency assistance.
- An Accident/Incident report will be completed and filed, and a copy sent with the victim.

Illness - General:

I. Check – Patient's temperature should be taken; an overall assessment of the student made by communication with the student and observation by the caregiver.

II. Call – Parent will be called if student has a fever of 100 degrees or higher; has sore throat or cough; has symptoms that impede learning at school; has symptoms that indicate he/she is contagious to others in the school environment.

III. Care – Patient should be isolated from peers and made as comfortable as possible.

The student's emergency information should be accessed and followed. If no contact can be made to have the child picked up, the school office staff will keep the child in the health office, and if warranted, contact the physician listed on the emergency to determine the most appropriate course of action.

Illness – Communicable Diseases:

The same procedure as those for General Illnesses (above) is to be followed.

Cases of certain communicable diseases must be reported to other families whose children attend the same class and the Clubhouse childcare program. The following diseases must be reported and necessary precautions taken immediately: Meningitis, strep, scarlet fever, infectious hepatitis, head lice, scabies, measles and mumps. The school office will send out the appropriate exposure notices, and direct the Clubhouse to send home the appropriate exposure notices as well.

AUTOMATED EXTERNAL DEFIBILLATOR



Automated External Defibrillators (AEDs) needed to diagnose life-threatening cardiac arrhythmias and ventricular tachycardia and treat a patient through the application of electrical therapy which stops the arrhythmia, allowing the heart to reestablish an effective rhythm

AED Locations on campus:

- 1) P.E. Training Room**
- 2) Nurse's Office**
- 3) Engineering Academy Office (between rooms 503-504)**

AED Trained

Jessica Styles, *School Nurse (AED Manager)*
Stephanie Dietz, *Assistant Principal*
David Terrell, *Athletic Director*
Roger Hildreth, *Teacher*
Cruz Ramirez-Ortiz, *Boys' Lockerroom Attendant*
Bridgett Enriques, *Girls' Lockerroom Attendant*
Tim Seible, *Site Computer Technician*
Mitchell Grimmer, *Teacher*
Mark Siverly, *Teacher*
Lucas Jones, *Teacher*
Mark Gambini, *Teacher*
TBD , *Teacher*

AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each district will be informed by the Regional or County Superintendent to abide by each standard:

AQI Values	Health Categories	Cautionary Statements for 8 – Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy Red Flag	Active children and adults, people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion

When notified of an AIR POLLUTION episode, Superintendent or Designee will:

1. Instruct employees to minimize strenuous physical activity.
2. Cancel any events requiring the use of vehicles.
3. Urge employees to minimize the use of vehicles.

EMERGENCY PROCEDURES:

BUS ACCIDENT PROCEDURE

Bus Driver:

- ☐ Protect student passengers from injuries and the bus from further damage.
- ☐ Turn off the ignition, remove the key and activate the hazard lights.
- ☐ Check for conditions that could cause a fire.
- ☐ If conditions are safer outside the bus than inside, evacuate the bus.
- ☐ Do not leave students unattended or unsupervised.
- ☐ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- ☐ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- ☐ Do not discuss details of the accident with media.
- ☐ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- ☐ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- ☐ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- ☐ Dispatch a school representative to the accident location.
- ☐ School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- ☐ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- ☐ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- ☐ Ensure any special health information or medication for any injured student is sent to the hospital.
- ☐ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- ☐ Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- ☐ Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

SEVERE WEATHER PROCEDURE

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - o Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until campus can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate an the “Off-Campus Evacuation” procedure.

Off-Campus Evacuation Procedure Template

(Modeled after other Emergency Procedures in Crisis Response Plan)

Purpose:

The Off-Campus Evacuation Procedure is used to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

Administration:

- ☐ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.
- ☐ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- ☐ Determine the appropriate pre-designated relocation site and evacuation route.
- ☐ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- ☐ The school Incident Commander or designee will obtain the “*Off-Campus Evacuation Sites*” form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- ☐ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- ☐ Implement procedures for setting up the bus evacuation staging area.
- ☐ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- ☐ Direct staff to move students to the evacuation staging area for loading onto buses.
- ☐ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- ☐ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- ☐ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

Teachers and staff

- ☐ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
 - ✓ Ensure special needs students and staff are assisted. Request help if needed.
 - ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- ☐ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- ☐ Maintain control of your class.
- ☐ While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the Incident Commander or Student Accountability Group or other designee upon arrival.
- ☐ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may also be asked to implement the Teacher Buddy system and assist in staffing the site.

UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

Gas Leak - INDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100', more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of campus and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- ☐ If problem is in, or on, a school building and there is smoke or threat of fire:
 - ☐ Evacuate the building(s).
 - ☐ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

SUSPENSION AND EXPULSION POLICIES:

TULARE JOINT UNION HIGH SCHOOL DISTRICT

LEGAL CODE REGARDING STUDENT DISCIPLINE: EDUCATION CODE 48900 AND CONSEQUENCES

ALL PUPILS ENROLLED IN STATE PUBLIC SCHOOLS HAVE THE INALIENABLE RIGHT TO ATTEND CLASSES ON SCHOOL CAMPUSES THAT ARE SAFE, SECURE, AND PEACEFUL. A pupil shall be suspended from school or recommended for expulsion if the Superintendent or the Principal or the Principal's designee of the school in which the pupil is enrolled determines that while under the jurisdiction of the school, the pupil has:

- A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission to possess the item from a certified school employee, which is concurred in by the Principal or the designee of the Principal.
- C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or being detected in the immediate area (motel room, vehicle, etc.) of any controlled substance, alcoholic beverage or intoxicant while under the responsibility of the school and with knowledge of the presence of the substance.
- D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and 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. Stolen 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.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. 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.
- 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.
- L. Knowingly received stolen school property or private property.
- M. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- N. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

P. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

R. Engaged in an act of bullying, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. Any student found to engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically towards a pupil or school personnel shall be suspended and a mandatory police report is made.

Bullying consists of one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.

S. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

T. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

U. As used in this section, "school property" includes, but is not limited to, electronic files and databases.

V.A superintendent of the school district 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.

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

.2 – engaged in sexual harassment

.3 - hate violence

.4 - harassment, threats, intimidation against a pupil or group

.7 – made terroristic threats against school officials or school property

A PUPIL WILL BE SUSPENDED OR EXPELLED for any of the above acts when that act is related to a school activity or school 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.

NEW LEGISLATION requires school personnel to contact the police department for any violation involving alcohol or drugs.

POLICY FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS:

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). The following email is provided to inform all teachers (4) four times each school year:

SAMPLE EMAIL:

Dear Staff,

The district is using Google Forms to notify teachers of the pupils that have been subject to suspension or expulsion. Please note, when taking attendance, a red “**SSA**” will appear next to the name of a student that has violated Education Code 48900 in the previous three (3) years - this information is also updated immediately after an offense has occurred. If you wish to know what code violations were committed, Technology created a 48900 report that is linked to the student password lookup. Attached is a link that will walk you through the process of looking up student password, [or accessing the new 48900 report](https://docs.google.com/document/d/1fwfs2GN-T3eBX35VUYECKnw3ye6XqaNrWK9pxAwrDAU/view). You may also contact the Assistant Principal at your site if you have questions regarding a student.

<https://docs.google.com/document/d/1fwfs2GN-T3eBX35VUYECKnw3ye6XqaNrWK9pxAwrDAU/view>

Please complete the attached Google Form at your earliest convenience. A receipt will be sent when you complete this task.

Thank you in advance for your cooperation.

MISSION OAK HIGH SCHOOL
HOME OF THE HAWKS

3442 E. Bardsley Ave.
Tulare, CA 93274
(559) 687-7308 Phone
(559) 687-7383 Fax

To: ALL CERTIFICATED STAFF
From: **Assistant Principal's Office**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- (C-1) possessed/sold/furnished firearm
- (C-2) brandished a knife at another person
- (C-3) sold a controlled substance
- (C-4) committed/attempted to commit sexual assault or sexual battery
- (C-5) possession of an explosive
- (A-1) caused serious physical injury to another person (needed medical attention)
- (A-2) possessed any knife or other dangerous object
- (A-3) possessed a controlled substance
- (A-4) committed robbery or extortion
- (A-5) committed assault or battery upon a school employee
- A – altercations, fights
- B – sold/furnished a knife or dangerous object
- C – use/under influence or possession of a small amount of drugs or alcohol
- D – Look alike substance (offered/tried to sell)
- E – attempted to commit robbery or extortion
- F – caused/attempted to cause damage to school or private property
- G – stole/attempted to steal school or private property
- H – possessed or used tobacco or nicotine products
- I – committed an obscene act or engaged in habitual profanity or vulgarity
- J – possessed drug paraphernalia
- K – disruption of school activities or defiance
- L – knowingly received stolen property
- M – possession of an imitation firearm
- O – harassed/threatened/intimidated a complaining witness
- P – offered or sold/attempted to sell prescription drug Soma
- Q – engaged/attempted to engage in hazing
- R- engaged in act of Bullying
- S – aiding or abetting in the infliction of physical injury
- .2 – engaged in sexual harassment
- .3 - hate violence
- .4 - harassment, threats, intimidation against a pupil or group
- .7 – made terroristic threats against school officials or school property

If you have any questions or want more information, please see Roger Robles, *Asst. Principal*.

DISCRIMINATION AND HARASSMENT POLICY:

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

California's Education code specifically prohibits discrimination and harassment against students and staff in schools on the basis of ethnic group identification, race, national origin, religion, color, mental or physical disability, actual or perceived sexual orientation or gender identity. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act. An important part of this intent is to prevent sexual harassment in the work and educational setting.

The Tulare Joint Union High School District will not condone, permit, or tolerate sexual harassment of employee or students in any manner whatsoever. Persons engaging in such harassment may be subject to discipline up to and including discharge or expulsion. Tulare Western High School will not tolerate sexual harassment of any student by any other student or district employee. Any case of harassment should be reported immediately to a school administrator.

Sexual Harassment Definitions

“Sexual harassment” means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
- (2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.
- (3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- (4) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school district.

“Verbal sexual harassment” includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

“Physical sexual harassment” includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

“Visual sexual harassment” includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

“Educational environment” includes, but is not limited to, the following:

- (1) The campus or school grounds.

- (2) Properties controlled or owned by the school district.
- (3) Off-campus, if such activity is sponsored by the school district or is conducted by organizations sponsored by or under the jurisdiction of the school district.

Sexual harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, the California Fair Employment and Housing Act and its regulatory guidelines, the California Education Code and District Board Policy.

Violation of this policy shall constitute, generally, just and reasonable cause to discipline, up to and including termination or expulsion, and shall constitute, specifically, persistent violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the governance of the District by the Board of Education of the Tulare Joint Union High School District under Education Code section 44932, subdivision (g).

COMPLAINT PROCESS: Employees or students believing that they have been subjected to sexual harassment or other forms of discrimination should bring his/her complaint to the attention of his/her immediate supervisor or the District's Affirmative Action Officer at the District Office, his/her teacher, counselor or school administrator.

Internal: To accommodate the unique nature of sexual harassment complaints, an internal process is provided for the primary purpose of resolving a complaint at the earliest possible date while protecting the confidentiality of the parties. In order to do this, the District Personnel Division will commence an investigation of each and every claim as expeditiously as possible following receipt. As part of this investigatory process, the District will:

- a) If the complainant is not satisfied with an informal attempt to resolve the matter and wishes to pursue it more formally, obtain a factual written statement of the complaint for the District Superintendent, his designee, or other department heads, site managers, etc., as required on a need-to-know basis.
- b) Obtain from the Associate Superintendent, Personnel, or his designee, authorization to investigate the complaint, review factual information collected to determine whether the alleged conduct constitutes sexual harassment — giving consideration to the record as a whole and the totality of circumstances — including the nature of the sexual advances and the context in which the alleged incidents occurred. At all times, information will only be shared on a need-to-know basis and confidentiality will be protected.
- c) Counsel the individuals involved and outline options available to them.
- d) Take or authorize appropriate action as defined by the Associate Superintendent, Personnel.
- e) Report to the individuals directly involved in the case as to the findings of any investigation and action taken.

- External:
- a) If the complaint is not adjusted to the satisfaction of the employee or student in the internal complaint process, Title IX or other complaint forms are available for filing a formal complaint.
 - b) Depending on the circumstances of the complaint, any steps of the internal process may be waived and the external process initiated at the appropriate step.
 - c) As an alternative to these procedures, employees may contact the Office of California Department of Fair Employment and Housing (DFEH)

Employees or students should initiate complaints in a timely fashion. It should be noted that the District wishes to know of any complaint alleging sexual harassment as soon as possible after it occurs.

It is unlawful for the District to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment or academic decisions, fail to treat impartially in the context of any recommendation for subsequent employment or decisions in regard to academic conditions or otherwise deny any employment or academic benefit to an individual because that individual has filed a complaint alleging harassment.

Efforts will be made to protect the privacy of parties involved in the complaint process and will be shared only on a need-to-know basis and will not be considered public record or otherwise available to the general public.

Tulare Joint Union High School District



Transgender and Gender Nonconforming students Ensuring Equity and Nondiscrimination DISTRICT GUIDE

Purpose: The purpose of this district guide is to advise schools regarding issues relating to transgender and gender nonconforming students in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

The guide does not anticipate every situation that might occur. It does offer suggested approaches to specific instances when the protections or the Safety of transgender and gender nonconforming students may come into question.

Definitions: The following definitions apply:

“Transgender students” refers to students whose gender identity is different than from their sex at birth, and whose gender expression is different from the way males or females are expected to look or behave.

“Gender identity” refers to one’s understanding, interests, outlook, and feelings about whether one is female or male, or both, or neither, regardless of one’s biological sex.

“Gender expression” refers to the way a person expresses her or his gender, through gestures, movement, dress and grooming.

“Gender Nonconforming Students” refers to students that have a gender expression that does not conform with stereotypical expectations, for example, “feminine boys,” “masculine girls,” and students who are androgynous. Another example might be the boy who comes to school in clothing that some might perceive as “girls,” or the girls that might be perceived as “boys”.

Note: The definitions provided are not meant to label a student but are intended as functional descriptors.

Guidelines: The following guidelines will be followed in the district:

Issues of Privacy:

All persons, including students, have a right to privacy; this includes keeping a student's transgender status private. Therefore, school personnel will not disclose a student's transgender status to others, including parents, and/or other school personnel, unless there is a specific "need to know."

Whenever discussing a particular issue such as conduct, discipline, grades, attendance, or health with a transgender or gender nonconforming student, focus on the conduct or particular issue, and not on any assumptions regarding the student's actual or perceived gender identity. When school personnel must contact the parents of a transgender or gender nonconforming student, "best practice" will dictate that the student should be consulted first to determine an appropriate way to reference the student's gender identity.

Official Records:

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil and the pupil's sex. The District will change a student's official records to reflect a change in legal name or gender that has been changed pursuant to a court order. If a student indicates to school personnel that he or she wishes to be addressed by a name corresponding to his or her gender identity, that name may be entered in the "Alias" field of Aeries. This will serve to inform teachers of the name to be used when addressing the student.

Names/Pronouns:

Students are to be addressed by a name and pronoun that corresponds to the gender identity that the students consistently assert at school. Students may request to be addressed by their "preferred name" (and preferred pronoun) that corresponds to their identity without obtaining a court order or without changing their official records. This reference guide acknowledges that inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur, but it does not condone an intentional and persistent refusal to respect a student's gender identity.

It is strongly suggested that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at conferences with the student's parents. In cases where students and parents may be in disagreement about the name and pronoun to be used at school, school administrators may refer families to appropriate outside counseling services.

Restroom Accessibility

Schools may maintain separate restroom facilities for male and female students. At the discretion of the school administrator, a student may be provided access to a restroom facility that corresponds to the gender identity that the student consistently asserts at school. If the student and administrator feel that there is a reason or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative restroom such as a single stall “unisex” restroom or the health office restroom. In all instances, decisions about alternative restroom use should be governed by the school administrator’s judgment concerning the safety and best interests of the student in question.

Locker Room Accessibility

Schools may maintain separate locker room facilities for male and female students. Schools may, however, provide a student access to a locker room facility that corresponds to the gender identity that the student consistently asserts at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:

1. Use of a private area (i.e., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor’s office in the locker room, or a nearby health office restroom).
2. A separate changing schedule (either utilizing the locker room before or after the other students).

Sports and Physical Education Classes

Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Participation in competitive athletic activities and contact sports are to be resolved on a case-by-case basis and follows CIF regulations.

Dress Codes

Dress code should be applied uniformly to all students. However, a transgender and/or a gender nonconforming student has the right to dress in accordance with the gender identity that the student consistently asserts at school, within the constraints of the school’s dress code, as it relates to health and safety (e.g. prohibitions on wearing gang symbols, regalia, and apparel).

Transferring a student to another school

School sites must ensure that transgender or gender nonconforming students are being provided a safe school environment. This includes

ensuring that any incident of discrimination, harassment, or violence that threatens students is given immediate attention (i.e. investigating the incident, and, if appropriate, determining and enforcing corrective actions). In general, schools should endeavor to keep transgender or gender nonconforming students at their school site.

Although the remedy or response to a transgender or gender nonconforming student who is being discriminated against or harassed should not be an “automatic” opportunity transfer to another school, the request for a school transfer shall follow all established district policies on Intra-district transfers.

Schools may not offer a transfer to another school on the inaccurate assumptions that a transgender or gender nonconforming student “should expect to be harassed,” or “has brought the harassment upon themselves by being open about their gender identity.”

Discrimination/Harassment

Complaints alleging discrimination or harassment based on someone’s actual or perceived transgender or gender nonconforming identity are to be handled in the same manner as other discrimination/harassment complaints.

The Tulare Joint Union High School District strives to provide a safe and secure environment at all sites. Staff and administrators will treat every student as the gender with which he or she identifies, protect the safety and privacy of all students, and aggressively combat all forms of illegal discrimination. The district will ensure to educate the school community of these guidelines.

GRIEVANCE PROCEDURE FOR HARASSMENT AND DISCRIMINATORY INTIMIDATION

PURPOSE:

To define the Tulare Joint Union High School District's policy on the prohibition and prevention of harassment and discriminatory intimidation in District employment and academic status or progress.

DEFINITION:

Harassment, as differentiated from sexual harassment, includes acts by one or more persons on another that repeatedly torment, pester, persecute, or otherwise persistently trouble to the point of causing extreme anxiety, frustration, anguish or fear of harm. These acts may be physically or verbally threatening as would be determined by a reasonable person's standard.

It is the intent of the District to provide a working and educational environment for all individuals which is free of harassment and discriminatory intimidation whether based on race, color, religion, sex, age, national origin, handicap or veteran status. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act.

The District will not condone, permit or tolerate harassment or discrimination against employees or students in any manner whatsoever. Persons engaging in such harassment or discrimination may be subject to discipline up to and including discharge or expulsion.

The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of harassment or discriminatory intimidation, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The District acknowledges and respects student and employee rights to privacy. Harassment and intimidation complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential, except to the extent necessary to carry out the investigation or proceedings as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The District recognizes that informal conferences can often lead to an early compromise agreeable to all parties in a dispute. Whenever all parties to a complaint agree to try resolving their problem through an informal process, the Superintendent or designee shall determine the process before beginning a formal compliance investigation.

The procedure for filing and investigating complaints is as follows:

Step 1 - Filing of Complaint:

Any individual, public agency or organization may file a written complaint of alleged intimidation or harassment. The complaint shall be presented to the Superintendent or designee,

who will then give it to the administrator assigned to complaint investigations. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint.

Complaints alleging unlawful discriminatory intimidation may be filed by a person who alleges that he/she personally suffered unlawful discriminatory intimidation or harassment, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discriminatory intimidation or harassment. The complaint must be initiated no later than six months from the date when the alleged intimidation occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation:

Within ten days of receiving the complaint, the investigating administrator shall informally discuss with the complainant the possibility of an informal meeting between the complainant and the employee named in the complaint. If all parties agree to meet, the investigating administrator shall make all arrangements for this process.

If the informal process does not resolve the problem within the parameters of law, the investigating administrator shall proceed with his/her investigation of the complaint.

Step 3 - Investigation of Complaint:

The investigating administrator shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful, informal attempt to resolve the complaint. This meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the investigating administrator and the complainant may ask other individuals to attend this meeting and provide additional information.

When the investigation is completed, the findings will be communicated to the complainant. If not satisfied with the results of the investigation, the complainant will be told of his/her right to bring harassment or discriminatory intimidation cases before the Department of Fair Employment and Housing or the Board of Trustees in closed session.

Tulare Joint Union High School District
Mission Oak High School
DRESS AND GROOMING POLICY

Administrative Regulation 5132(a)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

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

In addition, the following guidelines shall apply to all regular school activities:

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency, safety, and good taste as deemed appropriate by school administration.

1. Footwear must be worn at all times
2. Any apparel, jewelry, accessory, notebook, backpack, or manner of grooming, which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in gangs, advocates drug use, violence, disruptive behavior or is offensive is prohibited. A behavior contract is enforced based on gang associated activities.
3. Caps and hats are not permitted on campus. From November 1st to March 1st, beanies will be allowed outdoors and must be:
 - Free of designs other than district/school logos
 - Free of any gang affiliation
 - Free from advocating any alcohol, drug, or tobacco product

Any beanie not deemed appropriate by a school administrator will be confiscated.

Upon approval by site administration and for sun protection, students are allowed to wear a full brim hat that is constructed of cotton or canvas material, capable of being folded up while in the classroom. These hats must be:

- Free of any type of logo or writing
 - Solid white or khaki color
 - Removed upon entering building
4. See-through, bare midriff, fishnet blouses, spaghetti strap tops (straps must be one (1) inch or wider), low cut, revealing tops, muscle shirts, strapless tops, off-the-shoulder and undershirts are prohibited. Shirts cut low under the arm will not be acceptable. No student may wear clothing that contains words that are suggestive or has suggestive

- double meanings of lewdness, obscenity or vulgarity. Clothing advertising alcohol, drug or tobacco products is prohibited.
5. The length of shorts must be within the bounds of decency and in good taste as appropriate for school. All shorts, skirts, and skorts must reach mid-thigh. Biker shorts shall not be worn as outer garments.
 6. Any clothing, hairstyle, piercings, or styles of dress that may cause a threat, have a negative effect, or disrupt the educational process will not be permitted.
 7. Shirts must be worn at all school activities including sporting events. Bare midriffs will not be allowed.
 8. No baggy or sagging clothes are permitted. Pants must fit at the waist, hips, crotch and thighs. Belts must be tucked into the pant loop. No inappropriate holes or frays will be permitted.
 9. Bandannas are not allowed at school or at school-sponsored events.
 10. Towels, T-shirts, folded shirts or any other clothing article cannot be worn around the neck, draped over the shoulder, or hanging from the pocket.
 11. Heavy chains that may pose a danger are prohibited.
 12. Sports jerseys are not allowed on campus other than those with district/school logos effective 2014-2015.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

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

(cf. 5121 - Grades/Evaluation of Student Achievement)

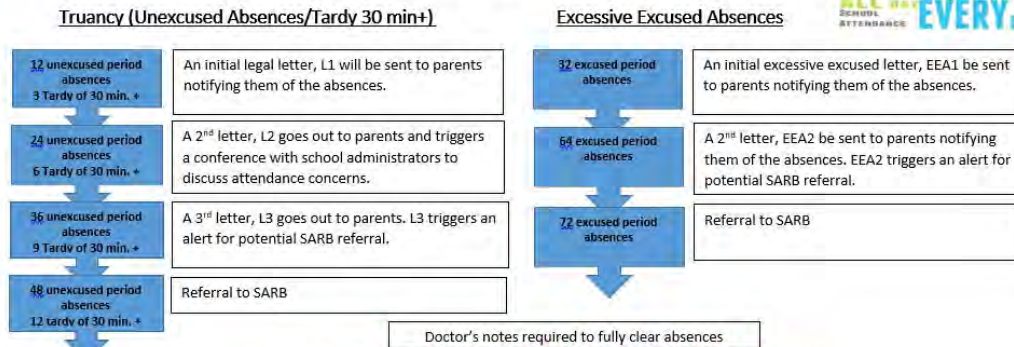
The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

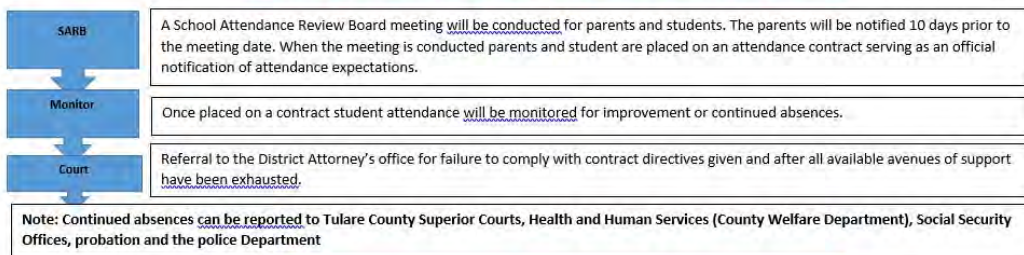
At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

TJUHSD Attendance/SARB Process for Parent:



Student Attendance Review Board (SARB) Process



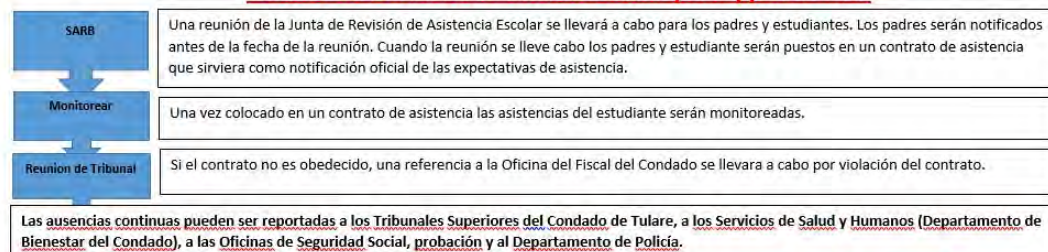
All Absences Subject to the California Department of Education Ed Code Laws

Ed Code, 48263, If any minor pupil in any district of a county is a habitual truant, or is irregular in attendance at school, as defined in this article, or is habitual in subordinate or disorderly during attendance in school, this pupil may

TJUHSD Asistencia/Proceso de la Junta de Asistencia Escolar (SARB) Para Padres



Proceso de la Junta de Asistencia Escolar (SARB) para Padres



Todas las ausencias están sujetas a las Leyes Del Código Educativo del Departamento de Educación de California

Código Ed. 48263. Si cualquier alumno menor en cualquier distrito de un condado es un ausente habitual, o es irregular en la asistencia a la escuela tal como se define en este artículo, o es habitual insubordinado o desordenado durante su asistencia a la escuela, el alumno puede ser referido a una escuela Junta de revisión de asistencia o al departamento de libertad condicional para servicios si el departamento de libertad condicional ha estado recibiendo estas referencias.

SAFE INGRESS AND EGRESS PROCEDURES

Safe Ingress/Egress of Pupils, parents, and school Employees

Safety of students, parents, and school personnel begins with the access to the school site. The following District rules have been instituted to support a safe environment for all:

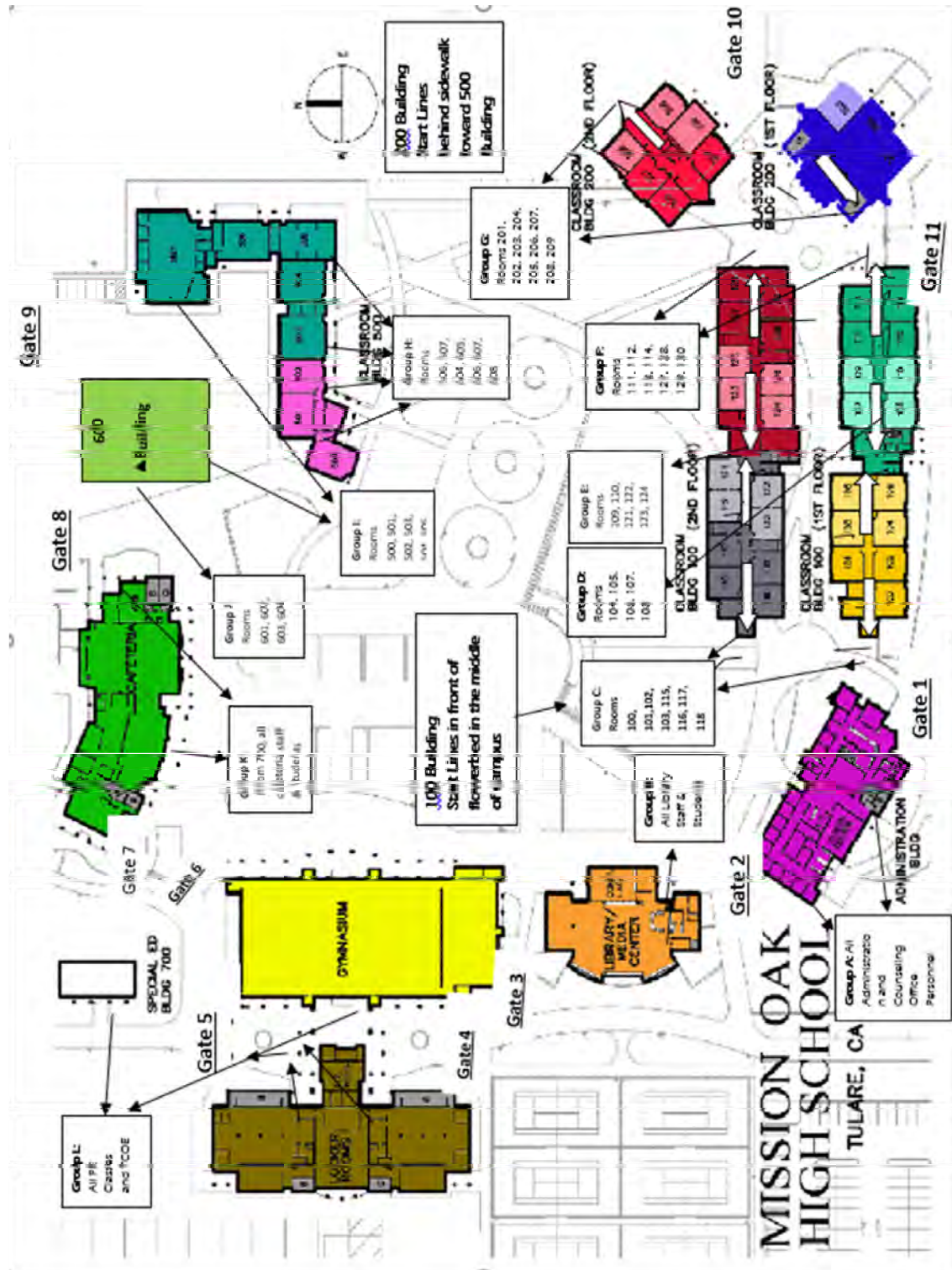
- All visitors entering our campus are to sign in at the school office & must check-in through the RAPTOR System if they are entering campus for visitation of teacher or program.
- All students are to exit and enter vehicles at the designated areas.
- Mission Oak High School is a Modified Closed Campus. Freshmen and Sophomores shall remain on campus during lunch. In order for Juniors and Seniors to receive off-campus privileges during lunch, students must meet the following requirements:

Juniors: During Junior year have accumulated 100 units by the beginning of the first semester; or 130 units by the beginning of the second semester.

Seniors: During Senior year have accumulated 160 units by the beginning of the first semester; or 190 units by the beginning of the second semester.

Any student attempting to leave campus must present their ID Card. Students are not to leave the school campus unless they are being picked up by a parent or authorized person whose name appears on the student's emergency card on file in the school office/on Aeries, or unless a notification is given by the parent in writing. Acceptance of a facsimile with the parent's signature may be approved by the school administration in emergency situations.

MISSION OAK HIGH SCHOOL CAMPUS MAP



ENSURING A SAFE AND ORDERLY ENVIRONMENT:

SCHOOL CLIMATE

At Mission Oak High School, we do our best to maintain a safe and secure campus for all students, staff, guests. Below are a few guidelines regarding school safety that all Mission Oak students are expected to follow:

*Any kind of threat made on our campus by anyone--either verbally or in writing-- will be considered a very serious issue. Both the school and the police will become involved in the case. School administration and police (if necessary) will deal with students making threats. Threat assessment process is followed when dealing with student threats. The student may be subject to suspension from school and the situation investigated for possible expulsion from the school district. Threats of any kind have no place on our campus.

*It is against the criminal law and school law to bring any kind of weapon to school. This includes any kind of knife. The education code requires that a student be expelled from school for bringing a weapon or any kind of dangerous object onto a school campus. Expulsion will occur if a weapon or any dangerous object is found in the student's possession, in their backpack, in their locker, or in their car parked on campus; furthermore, any student found in possession of a weapon or dangerous object will be arrested by the police. We advise students to not jeopardize themselves of their education by violating either of these two guidelines.

We ask for assistance and cooperation by communicating to a staff person if students hear or see anything that could threaten the safety of self or others on campus. As mandated reporters, we encourage staff to utilize CPS as needed. We also encourage staff to inform administration of any potential issues on campus so we may follow up as well. Our site continues to work closely with law enforcement, using them as a resource to assist with our safety efforts on campus.

With everyone working together, our goal is that Mission Oak High School will continue to maintain a safe and secure campus.

SCHOOL CLIMATE INFORMATION

SCHOOL CLIMATE:

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: Continue efforts to minimize the number of student incidents affiliated with gangs and gang activity throughout the 2018-19 school year.

Activities: Implementing intervention and prevention programs such as SSIP counseling sessions, YSB group sessions, campus chaplains talking to students, and SRO/admin meeting with students one-on-one or group settings. Creating an effective, consistent strategy (training on detection and reporting) that staff is familiar with and uses to combat gang involvement. Creating staff gang awareness to have a more vested interest in gang members in hopes of creating positive relationships and reducing gang involvement. Increasing parent awareness about gangs and involving them, and the community, in prevention, especially if their child is affiliated. We look forward to measuring the continued effectiveness of PBIS program implementation during the 2018-19 school year.

Goal Two: To create a bully-free and harassment-free school. Continue the reduction of the amount of bullying/harassment incidents.

Objective Two: By incorporating Olweus Bullying strategies with PBIS philosophical ideals during the 2018-19 school year, a clear emphasis has been placed on students making good, sound decisions.

Activities: Bully awareness and training of staff, the identification of a bully and the immediate intervention, counseling services, creating a way for students to anonymously report harassment, and creating student awareness through rallies, self-esteem builders, teen dating violence awareness week and rally, and coping skills. Implementation of Sprigeo software to report bullying from computer (internet) generated information. This information is reported to administration anonymously. The consistent follow-up from administration and counselors with all Sprigeo reports in a timely manner. The counseling department is communicating with parents to attend the mental health meetings to discuss what can be done with regards to family awareness and support.

Goal Three: Drug/Alcohol Awareness and prevention

Objective: To reduce the amount of drug and alcohol related incidents at Mission Oak High School by 10% (from 2017-18 data) by the end of the 2018-19 school year.

Activities: Mission Oak will utilize the services of Turning Point to help speak to students who have had drug and alcohol related incidents as well as students who are identified at risk of using drugs and alcohol. The district has contracted with Interquest, a canine-search company that comes on campus and randomly searches for drugs and alcohol among other items. Mission Oak

has attempted to increase the communication between outside agencies and stakeholders like the boys/girls club and the community youth center, to provide students with opportunities for activities after school. The counseling department is communicating with parents to attend the mental health meetings to discuss what can be done with regards to family awareness and support.

Goal Four: To strengthen student self-respect and student relationships to school and staff.

Objective: To provide numerous opportunities for students to get involved in school, build relationships with other students and staff, and to take pride in their campus.

Activities: Mission Oak High School begins the year with a club fair. All clubs and sports teams are invited to set-up tables in Hawks Landing to display information and recruit students for involvement. All students have the opportunity to walk around Hawks Landing to see what kinds of clubs or teams they can join. The event is decorated, festive, and well attended. ASB coordinates after-game dances throughout the school year and works hard to promote and include all students. ASB moves their sound system around campus to play music near the various groups of students during the lunch hour. “Be the Change” Club conducts a weeklong set of activities to promote tolerance and diversity. Students developed a “Teen Dating Violence Awareness” week with posters, announcements, and rally to create awareness of teen dating violence.

The Mission Oak Link Crew program works hard to link incoming freshmen to the campus. Link Crew mentors periodically meet with their freshmen to check-in on them, answer questions, and invite them to upcoming events. ASB recruits and encourages all students to be involved in our annual homecoming activities to involve more students. First, all clubs and classes that submit a candidate, participate in all events. Secondly, each candidate has club members that assist them with decorations, campaigning and competing in the homecoming activities. This year, MOHS had well over 100 students participating in noontime activities during homecoming week. Students are also encouraged to get involved in Mission Madness weeklong activities in the spring. Last school year, in April 2018, approximately 150 students in noontime activities. Staff does a great job of participating in these events as well, participating alongside our students. Staff is always willing to make connections with students outside of class by being on teams, lip syncs, rally skits, and much more. MOHS is looking forward to measuring the effectiveness of these programs as well as our growing PBIS program in 2018-19.

SCHOOL CLIMATE ACTION PLAN

School Climate

Goal One: To create a safe school environment by fully implementing the ALICE protocol on campus, and by encouraging students to use the Sprigeo app. for bullying/harassment issues.

Objective One: To ensure a safe learning environment for all of our students to learn and grow as individuals, keeping personal and social safety at the forefront.

Goal Two: Strengthen student self-respect and student relationships to school and staff by continuously modeling the crucial aspects of our PBIS “REIGN” program.

Objective Two: To provide numerous opportunities for students to get involved in school, build relationships with other students and staff, and to take pride in their campus.

Goal Three: To promote Drug/Alcohol awareness, education, and prevention for all of our students.

Objective Three: To continue reducing the amount of drug and alcohol related incidents at Mission Oak High School by 10% at the end of the 2018-19 school year by utilizing all resources available on campus.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Reconnecting Youth CAST Program	Ongoing	Rachel Chapman	County Grant		Ongoing
Recovery Resources /TYSB Counseling	Ongoing	Rachel Chapman	Alcohol Prevention Funding/Student Funding		Ongoing
Comprehensive Safety Plan/Strategy	Ongoing	Stephanie Dietz	N/A	Staff is currently exploring preventative strategies	Ongoing
Advisory Group	Fall 2019	Michele Borges	N/A	Partnership with county personnel in developing a student advisory group	Ongoing

Staff Awareness of safety issues, gang issues, and drug/alcohol issues on campus	ongoing	Stephanie Dietz	N/A	Continuous updates and awareness of student gang involvement currently exploring staff training options	Ongoing
ALICE Training	ongoing	Stephanie Dietz / TJUHSD ALICE Team	District	Create awareness to an armed intruder situation	Ongoing
Staff CPI Training	ongoing	Mgmt. team/District Office	N/A	N/A	Ongoing
Counseling Services	ongoing	Rachel Chapman	N/A	N/A	Ongoing
Sprigeo	ongoing	Stephanie Dietz	District	Updates and identification on students bullying activities	Ongoing
Text-A-Tip	ongoing	Stephanie Dietz	District	Bullying/violence/ Drugs activities	Ongoing
ASB Club Fair	August	ASB Michaelpaul Mendoza	ASB	N/A	Every August
Link Crew Activities	Ongoing	Link Crew Mike Hazelwood	District	N/A	Ongoing
Homecoming Activities	October 2018	ASB Michaelpaul Mendoza	ASB	N/A	Ongoing
Staff Involvement w/students	Ongoing	ASB Administration Counseling	ASB	N/A	Ongoing
PBIS Training and Implementation	Ongoing through 2019-20	Stephanie Dietz	Grant	Updates and identification on improvement of student behavior and attitude on education	Ongoing

Threat Assessment Training	Fall 2018	D.O. Personnel	District	Train mgmt. team on what to look for and how to handle various kinds of threats	Ongoing
Youth Mental Health First Aid Wokshops/Training	Fall 2018	District Office	N/A	Educating staff on coping and recognition strategies for student mental health issues	Ongoing

ENSURING A SAFE AND ORDERLY ENVIRONMENT

Physical Environment

At Mission Oak High School, we take great pride in having a safe and secure campus. Listed below are areas that Mission Oak High School implements to ensure safety on the campus:

Mission Oak High School is still a relatively new campus in its 11th year of existence. The school's infrastructures are new and up to date with state and federal regulations.

Mission Oak High School has over 50 surveillance cameras with 6 desktop video monitoring stations. The areas monitored are in the Administration Building, outside the 100 Building, 500 Building, and 200 Building bathrooms. Administration and Campus Police Officer has access and have been trained on the computer monitoring system. Forty-five new door locks that lock from the inside of classrooms were installed in January of 2013.

Administration, Campus Supervision, Police Officer, Security Guard and Maintenance department has (45) hand held radios and (2) base stations to communicate any issues regarding, monitoring, securing, or maintaining school grounds and buildings. In January 2013, Mission Oak received a full time SRO to monitor and assist administrative staff on campus. In 2018, a third security guard was added to monitor day to day activities on campus.

Beginning in the fall of 2018, Mission Oak moved its main school entrance to the lobby-area between the administration and counseling offices. A security guard has been assigned at the front entrance to monitor guests and students coming and going and to direct individuals in the right direction. Attendance offices were also moved to this center lobby area.

Mission Oak High School has all perimeter gates locked after school begins. Gates are opened by selected staff that monitors students who leave during class for other classes on other campuses and at lunch. Students must show their student ID to be allowed off campus. All staff (including substitute teachers) and visitors are required to wear an ID while on campus.

We also ask for assistance and cooperation by all stakeholders of Mission Oak High School campus to communicate any defects or issues they may see to administrative staff that could threaten the safety of others on campus.

With everyone working together, our goal is that Mission Oak High School will continue to maintain a safe, secure, and well-maintained campus.

PHYSICAL ENVIRONMENT ACTION PLAN

Goal One: To create a monitored and controlled system for people who enter and depart campus through a minimal number points of entry and exit during school hours.

Objective One: By the beginning of the 2018-19 school year, there will be an increase in the number of physical attributes that represent a safer, aesthetic, and more student-centered campus.

Activities: Over the past year, MOHS Hawk/Purple REIGN banners have been proudly displayed throughout campus showing school spirit and pride. Since the opening of the campus in 2008, there has been a fence added to the area by the gym and parking lot to prevent students and others from leaving or coming onto campus without staff opening a gate. Twenty-four benches, 10 seating tables, and 48 trashcans were added to the campus. Areas, such as bathrooms, will be designed to discourage graffiti. Student and staff input will be gathered as to what should be done. In Fall 2018, school administration assigned a security guard to the administrative office to monitor students/others from coming in and going out through the main school entrance.

In August 2013, a new, modular 600-building was erected, adding eight (8) new classrooms to the campus. In February 2014, locks were added to the boys and girls bathrooms in the cafeteria to deter physical altercations throughout school hours and after school. Water fountains and water bottle-filling stations have also been installed for students usage over the past few years.

In Spring 2017, a new chess board was painted on the cement area just south of the cafeteria. This chessboard, along with large, plastic game pieces, provides for an additional activity that students can utilize during their lunch break. In addition, we have an open gym that is supervised by a member of our supervision team and an administrator. Students can also utilize these facilities to either play volleyball or basketball, or just to get out from the natural elements.

Goal Two: To continue to maintain and expand the safety of a controlled system and to discourage deviant behavior by increasing monitoring efforts and staff awareness at the onset of the 2018-19 school year.

Objective Two: By the beginning of the 2018-19 school year, school administration had planned to add and to make changes to our current video surveillance system. Although there was a lack of funding to implement any changes, the current system in place does meet the basic needs of the school.

School administration keeps staff abreast of any potential issues on campus, and works closely with campus supervision and Tulare PD to maintain order on campus.

Activities: Administration researches equipment and collaborates with District Facilities Director to decide on the most appropriate equipment for the campus. Once the decision and funding is approved, maintenance will install the equipment.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Large Chess Game Board	Fall 2019	Michele Borges, Maintenance Team	Site Funds	This will provide students an ongoing lunchtime activity	Yes
Campus Banners on the Light Poles/Murals on outside walls	Fall 2019	Michael Paul Mendoza, Stephanie Dietz, Neal Fagundes	PBIS Grant funds	REIGN Banners installed in strategic areas on campus.	Yes
Open Gym	Fall 2019	Cobarruvias, Terrel	N/A	Open access to gym for students to use during lunch time.	Yes; ongoing monitoring
Inspirational Quotes	Fall 2019	Teachers/Laurie Jones	N/A	Teachers come up with quotes related to their subject area that can be painted/displayed in their hallway area.	Ongoing
Additional installation/updates of cameras/video monitoring system campus wide	Fall 2019	Roger Robles/Neal Fagundes	Safety Funds	Equipment identification by school/district staff;	Yes
Maintaining campus cleanliness and appropriate dress code	Ongoing	Administration Campus Supervision Team	District	Admin and campus supervision team monitor and address students with regards to picking up trash and dress code violations.	Ongoing monitoring

POLICIES AND PROCEDURES

Policy/Procedure	Compliance Y/N	Comments	Next Steps
Child Abuse	Y	Follow county regulations and board policy.	Report to Tulare County CPS. File written report.
Disaster/Crisis/ Earthquake	Y	Conduct disaster drills. That is monitored by Tulare Police and Fire Department.	Continue drills annually.
Suspensions and Expulsions	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Notification of Dangerous Pupils	Y	Receive information from county probation agencies.	Continue to adhere to rules and regulations annually.
Discrimination and Harassment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Dress Code	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe Ingress and Egress	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe and Orderly Environment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Rules and Procedures on Discipline	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Hate Crimes (bullying)Reporting	Y	Follow site rules, regulations and district policy.	Continue adherence annually.

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Dress Code	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe Ingress and Egress	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe and Orderly Environment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Rules and Procedures on Discipline	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Hate Crimes/Bullying Reporting	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Graduation and Attendance	Y	Follow Attendance and graduation policies	Continue adherence annually

EVALUATION OF ACTION PLAN:

Effort and Process:

- Number of staff, students, families and others involved
- Number of hours
- Number of meetings

Impact:

- Reductions in:
 - School Crime
 - Suspensions
 - Expulsions
 - Referrals
 - Truancy
 - Negative perceptions
- Increase in:
 - Academics
 - Attendance
 - Positive climate
 - Positive outcomes

Appropriate Programs and Strategies that Provide School Safety

Mission Oak High School safety program involves a wide range of administrators, counselors, teachers, and school staff that support the safety and welfare of all students.

Mission Oak Safety Staff:

Michele Borges, Principal
Stephanie Dietz, Assistant Principal
Rachel Chapman, Assistant Principal- Head Counselor
Luis Cobarruvias, Dean of Students
TBD, Dean of Students
Bertha Martinez-Tello, Counselor
Erika Holguin, Counselor
Alejandra Sanchez, Counselor
Jennifer Padilla, Counselor
Gretchen Vander Tuig, School Psychologist
Breanna Flores, SSIP Counselor
Brenda Najera, Assistant Principal Secretary
Leslie Rebelo, Switchboard/Receptionist
Johanna Ayon, Attendance
Lisa Bettencourt, Attendance
Jarrett Robertson, SRO – Tulare Police Department

Campus Supervision Team (teachers):

Jose Lopez (Head of Supervision Team)
Rodney Enns
Lisa Allen
Aaron Jones
Shelby Buchanan
Mark Gambini
Lucas Jones
Mitch Grimmer
Anabel Ramos
Clemente Fagundes
Chelsea McPhetridge
Randall Taylor
Summer Romero-Trevino

In-House Detention Aides

Kayla Thompson
Glenda Mora

Other Staff:

Ryan Bertao, Recovery Resources Counselor
Various Chaplains/Life Coaches on Campus

Safety procedures are addressed and implemented every school year through Student Informational packets, Campus Newsletters, and Freshman Orientation. The Campus Police

Officer works with school administration, counseling, and the Campus Security Team to monitor and enforce school rules and regulations which includes supervision before school, breaks, lunch, and after school. Radios and school PA system are utilized to ensure immediate communication with teachers, students, and staff at Mission Oak High School.

Administration and Counseling address issues on a student by student basis and work to promote safety of academic success at Mission Oak High School. Duties include monitoring and reinforcement of the requirements of school academic progress and school behavior.

If students need further assistance with behavior or issues, the District Psychologist, outside counseling, and reconnection youth program are utilized to try to provide the most qualified intervention program for all Mission Oak students.

If counseling, discipline and intervention methods do not assist students on campus, referrals can be used to transfer students to alternative education sites in the district.

Students are required to carry a Student Identification Card at all times to purchase food, to be allowed to leave campus, to use the bus to be shuttled to other campuses in the district, and to attend school activities that occur after school hours.

Visitors that come to Mission Oak campus must check in with the receptionist, sign a register, and given an identification tag with their name on the tag.

2019-20 Campus Supervision Assignments:

<u>"A" Days</u>	<u>Time/Location</u>	<u>"B" Days</u>
	MORNING	
Dietz	Bus Gate (Admin.)	Dietz
Cobarruvias	North Campus (Admin.)	Cobarruvias
Chapman	South Campus (Admin.)	Chapman
Counselor	100-Area	Counselor
Gambini	Library/Gym	Gambini
Lopez	200-Area	Lopez
Lu. Jones	Gym/Locker Room	Lu. Jones
	A.M. BREAK	
Dietz	North Campus (Admin.)	Dietz
Chapman	South Campus (Admin.)	Chapman
Cobarruvias	Roaming (Admin.)	Cobarruvias
Buchanan	100-Area	Buchanan
Trevino	200-Area	Allen
Lopez	500/600-Area	Lopez
Thompson	Admin. Bldg. Lobby	Thompson
Gambini	Library/Gym	Gambini
Terrel	Gym (North)	Terrel
Lu.Jones/AJones	Cafeteria	Lu.Jones/AJones
Fagundes	Back gate	Fagundes
	LUNCH	
Counselor	Roaming--North (Admin.)	Counselor
Chapman	Roaming--South (Admin.)	Chapman
Dietz	Roaming (Admin.)	Dietz
Counselor	Roaming (Staff)	Counselor
Mora	Lunch Detention	Mora
Security	Admin. Bldg. Lobby	Security
Security	Hawks Landing	Security
Grimmer	100-Area	Grimmer
Allen/Trevino (rotating)	200-Area	Allen/Trevino (rotating)
Terrel	Inside Gym	Terrel
Cobarruvias	Outside Gym	Cobarruvias
Enns	500/600-Area	Enns
Jones	Cafeteria	Fagundes/Jones
Aide	Back Gate / Parking Lot	Aide
	P.M. BREAK	
Dietz	North Campus (Admin.)	Dietz
Chapman	South Campus (Admin.)	Chapman
Cobarruvias	Roaming (Admin.)	Cobarruvias
Counselor	100-Area	Counselor
Trevino	200-Area	Allen
Enns	500/600-Area	Enns
McPhetridge/Taylor	Outside Gym	McPhetridge/Taylor
Ramos	Back Gate	Ramos
	AFTER SCHOOL	
Cobarruvias	Bus Gate (Admin.)	Cobarruvias
Counselor	School Front (Admin.)	Counselor
Dietz	Roaming (Admin.)	Dietz
Security	Bus Gate	Security

Buchanan	100/200-Area	Buchanan
Enns	200/500-Area	Enns

General Guidelines for Site Supervision:

1. General Supervision of students
2. Watch for potential problems—*communicate via radio if any concerns arise*
3. Make sure students keep their area clean
4. Cafeteria Duty—have students clean up after themselves
5. Watch what you say on the radios—*use proper radio etiquette.*
6. Please be on time: If you are absent from school, notify Administration to ensure your assigned area is covered

FIREARMS ON SCHOOL GROUNDS

Cautionary Notice: SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Board of Trustees is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. *School grounds* include, but are not limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference: (see next page)

FIREARMS ON SCHOOL GROUNDS (continued)

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Regulation
approved: June 23, 2016

TULARE JOINT UNION HIGH SCHOOL DISTRICT
Tulare, California

DISCIPLINE PROCEDURES:

Tulare Joint Union High School District

Discipline Code Summary

GENERAL AIMS

This summary of the revised Discipline Code of the Tulare Joint Union High School District is given to all of our parents and students. We want to make certain that students, parents and staff understand that school regulations governing discipline are based on written rules. Each staff member of the Tulare Joint Union High School District who works with students and parents has been given the opportunity to read and understand these rules and regulations.

This Discipline Code clearly spells out unacceptable actions by students against persons or property. It is also designed to protect the constitutional rights of students. In recent years the courts have emphasized the constitutional principle that students do have certain rights when they attend our schools. Such rights include freedom of expression, speech, and equal educational opportunity. Along with these rights come additional responsibilities on the part of the students. The staff of the school system will work with the students to help them understand their rights and responsibilities and to grow to maturity with additional respect for fairness, justice and truth.

When students are suspended or expelled from school or school activities, we take this action to protect the physical safety of other students or staff or to ensure that classroom instruction is continued without interference. The general safety, well-being, and educational goals of all students must be considered along with the rights and responsibilities of each individual.

Before a student can be suspended, a hearing by local school officials must be given to each student who has been accused of violating the Discipline Code. Parents or guardians must be notified by mail stating the specific acts for which the suspension was ordered. The parents will be invited to the school to discuss the matter.

California law permits suspension from school and school activities for a period of five days, except while waiting for action by juvenile court or the Board of Trustees, when time may be extended.

In expulsion cases, a full hearing is given to each student. This is held before a panel of administrators and teachers appointed by the Board of Trustees. The facts of each case are carefully reviewed in this hearing and findings from the administrative panel are presented to the Board of Trustees in executive session with a recommendation. Final action is taken by the Board of Trustees in open session.

The complete Discipline Code with its supporting data is a very long document. Copies are kept at each school and may be examined there by patrons and students. It is our hope that these rules and regulations will help our schools to carry on in the best tradition and without interrupting their main function - that of giving each student the best education possible. The complete California Education Code may be secured on the web at www.cde.ca.gov.

EXPECTED STUDENT BEHAVIOR

The Board of Trustees of the Tulare Joint Union High School District, in support of public education and the exercise of general supervision of the secondary schools of the District, believes that the conduct of students attending the high schools must establish an educational climate conducive for the furtherance of educational opportunities for youth and the promotion of learning.

To assure this aim, the people of the State have empowered local boards of education to regulate student conduct.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (E.C. 35291)

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (E.C. 48908)

There is a place and an appropriate educational program in our schools for every student interested in pursuing an education. The law requires attendance of youth between certain ages and the public has, through numerous legislative enactments, expressed its will that educational opportunities shall be provided for all.

RULES AND REGULATIONS

The following conduct is not permitted. Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, provided that a pupil may be suspended for any of the reasons enumerated in E.C. Sections 48900 (a-s), 48900.2, 48900.3, 48900.4, 48900.7, 48901.5 and sections of 48915 upon a first offense.

a) The principal may recommend a pupil's expulsion for any of the acts enumerated in Section 48900 and in sections of E.C. 48915.

b) Upon recommendations by the principal or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated E.C. Sections 48900 (a-s), 48900.2, 48900.3, or 48900.4, 48900.7; and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others and that other means of correction are not feasible. The governing board shall order expulsion for violation of E.C. 48915 (c-1) to (c-5).

CAUSES FOR DISCIPLINARY ACTION

VIOLATIONS RELATING TO PERSONS

ABUSE / HARASSMENT, THREATS OR INTIMIDATION (physical or verbal attack on district employee or student) (E.C. 44810, 48900 (a)(1), (a)(2), 48900 i and o, 48900.4, 48900.7; P.C. 71)

ASSAULT AND BATTERY (assault or battery upon another student or upon school personnel; threat of force or violence toward school personnel, at any time or place related to school attendance or functions) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), 48915 (c-2), (a-1), (a-2), (a-5); P.C. 240-243, 245)

BUS CONDUCT (continued disorderly conduct or persistent refusal to submit to authority of the driver) (C.A.C. 14103)

DEFIANCE, DISRESPECT, ETC. (insubordination or defiance toward school employees, either in language or action) (E.C. 48900 k; 48908)

ELECTRONIC LISTENING OR RECORDING DEVICE (It is the students' responsibility to make sure that all devices, including cell phones, are turned off and secure during the official school day. use of all electronic communication devices, without prior consent of the principal, is prohibited. (E.C. 51512, 48901.5)

EXTORTION / ROBBERY (taking possessions from another person by threat or force) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), e and g, 48915 (a-4); P.C. 240, 241, 524)

FIGHTING (involvement in fighting either in groups, gangs, or as an individual on school premises or elsewhere under authority of school personnel) (E.C. 32210, 44807, 44810, 48900 (a)(1), (a)(2), 48915 (a-1)

FORGING (forging notes, signatures, excuses or other school documents) (E.C. 48900 k; P.C. 470)

GAMBLING (any betting, gaming played with cards, dice, coins, or other items of value is prohibited) (P.C. 330)

HAZING / HATE VIOLENCE (committing any act that injures, degrades, or disgraces any fellow student or person attending the institution) (E.C. 32050-32051; 48900 q; 48900.3; 233) (Ref. 610R Admin. Code and AB 1785. See definition of hate violence in KHSD Discipline Code)

KEYS (illegal possession, unauthorized use or duplication of keys to school buildings or premises) (P.C.469)

RECEIVING STOLEN PROPERTY (knowingly received stolen school property or private property) (E.C.48900 l)

SECRET CLUBS (membership on school campus prohibited) (E.C. 48900 k)

SEXUAL HARASSMENT / ASSAULT (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting)(E.C. 48900.2, 212.5, 48915 (c-4)

STEALING (stealing school property or from persons while on school property or at school sponsored events) (E.C. 19911, 35291, 44807, 48900 g; P.C. 484-485)

TARDINESS / TRUANCY (late to class; missing class(es) illegally) (E.C. 48260-48262)

VEHICLES (failure to observe posted traffic and parking regulations) (V.C. 21113, 42001)

OTHER OFFENSES (serious infractions of behavior standards, not identified above, inimical to the welfare of the school, including buildings, property, staff, students or other personnel during the school day or while in attendance at school functions) (E.C. 48212, 48900 (a)(1) to 48900 o, 48915)

VICTIMS OF VIOLENT CRIMES

Victims of violent crimes, while in or on school grounds, will have the option of an intra-district transfer. Incidents will be reviewed on a case by case basis to determine whether a student is the victim of a violent offense as provided for in the California *Penal Code*.

VIOLATIONS RELATING TO STUDENT DRESS

The District believes that appropriate dress and grooming contribute to a productive learning environment. 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 interferes with the educational process. Clothing and personal adornment styles change frequently and any "dress code" which explicitly defines acceptable school wear quickly becomes outdated. Therefore, Tulare Joint Union High School District school administrators have utilized the following general guidelines to make case by case judgments regarding appropriateness of school attire.

GUIDELINES

DISRUPTIVE CLOTHING / ADORNMENTS (Any clothing or adornment which causes reactions by other students causing the teacher to lose the attention of the students, to modify or cease instructional activities, or to deal with student confrontations or complaints.)

SLOGANS, ILLUSTRATIONS (Slogans or illustrations which promote the use and/or glorification of drugs, alcohol or tobacco are not acceptable. Profane, vulgar, racial, ethnic or sexist slogans or illustrations on articles of clothing also are not acceptable.)

REVEALING APPAREL (Any see-through apparel or attire which does not cover undergarments is not acceptable.)

DANGEROUS ATTIRE (Attire which may be used as a weapon may not be worn -- e.g.: steel-toed boots, chains, items with spikes or studs.)

"COLORS" (The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes or advocates membership in a group or gang which advocates drug use, racial or ethnic disharmony, or which advocates violence or other disruptive behavior, is prohibited.)

UNSAFE APPAREL (Any attire or adornment which creates a safety hazard for the wearer or others is prohibited. Included within this criteria is the expectation that all students will wear shoes.)

SPECIFIC CLOTHING REQUIREMENTS (Specific learning activities in shops, labs, on-the-job training in business/industry, or co-curricular activities may have additional clothing and appearance regulations.)

CLEANLINESS (All clothing should be reasonably clean.)

CONSEQUENCES OF DRESS AND GROOMING VIOLATIONS

First Violation - Home contact and the violator will be requested to change clothing, hairstyle or cosmetic.

Second Violation - Home contact and alternative to suspension or suspension if student refuses alternatives.

Third Violation - Home contact and suspension.

VIOLATIONS RELATING TO STUDENT EXPRESSION

LEWD OR LASCIVIOUS ACTS (engaging in or performing lewd or lascivious acts on school grounds or at school sponsored activities) (P.C. 314)

PROFANITY / VULGARITY (continual or habitual use of profanity or vulgarity) (C.A.C. 300; E.C. 48900 I)

VIOLATIONS RELATING TO CAMPUS DISTURBANCE

FALSE FIRE ALARMS (willfully tampers with any fire alarm equipment or deliberately sounds a false fire alarm) (E.C. 48900 k; P.C. 148.4)

LOITERING (persons on school premises unlawfully) (P.C. 653 g)

PICKETING (persons posted to affect the school) (P.C. 407, 409)

SIT-INS, WALK-ONS, ETC. (violations of rules governing lawful assemblage on school grounds or at school events; failure to disperse) (P.C. 407, 409, 416, 420 j, p, 626.2, 626.4, 626.6, 626.8)

TRESPASSING / FORCED ENTRY (trespassing or forced entry with respect to school buildings or school events) (E.C. 32210, 44810; P.C. 902 p, 626.8)

UNAUTHORIZED VISITORS (persons who come into any school building or onto any school ground or adjacent areas without lawful business thereon) (E.C. 44810; P.C. 626.8, 647 b, 653 g)

VIOLATIONS RELATING TO PROHIBITED ITEMS

ALCOHOL / INHALENTS (use or possession on school campus or at school sponsored events) (B. & P.C. 25608, 25658, 25662; C.A.C. 14251; E.C. 48900 c, 48915 (a-3); P.C. 647 e)

CHEMICAL SPRAYS (possession of or use of any chemical weapon) (E.C. 48900 b; P.C. 12403.7 (4))

DRUGS / NARCOTICS (use, possession or sale of narcotics or other hallucinogenic drugs or substances or any other controlled substances on school grounds or elsewhere under the authority of school personnel) (E.C. 48900 c, 48915 (a-3), (c-3); H. & S. C. 11350, 11353, 11354, 11357, 11359, 11361, 11377, 11378, 11380; P.C. 647 e)

Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in lieu of the substance. (E.C. 48900 d; H. & S. C. 11382)

DRUG PARAPHERNALIA (possession of, offered, arranged, or negotiated to sell drug paraphernalia) (E.C. 48900 j)

ELECTRONIC SIGNALING DEVICES (use of any electronic signaling device is prohibited during the official school day, except for health reasons when prescribed by a licensed physician and approved by school administration) (E.C. 48901.5)

TOBACCO (use or possession of tobacco or any products containing tobacco or nicotine products on school grounds or elsewhere while under the authority of the school) (E.C. 48900 h; 48901)

WEAPONS OR THREAT THEREOF (possession, sale or furnishing of any firearm (gun), knife, explosive, or other dangerous object of no reasonable use to the pupil at school, or at a school activity off school grounds) (C.C. 1714.1, 1714.3; E.C. 48900 b, 48915 (a-2), (c-1), (c-2); P.C. 245. 626.9, 626.10, 653 k, 12020, 12021.2, 12301)

Possession of an imitation firearm (gun). (E.C. 48900 m)

SEARCH AND SEIZURE (personal or private property on school grounds, adjacent to the school, or while under the authority of school personnel, is subject to search and seizure by school officials) (E.C. 493331; H. & S.C. 11364.7, 11471)

LASER POINTERS OR LASER DEVICES (possession, sale or the furnishing of any device that conducts a laser beam such as a laser pointer is strictly prohibited.) (E.C. 48900B)

VIOLATIONS RELATING TO PROPERTY

BOMB THREATS (false report that a bomb or other explosive has been placed in school buildings or on school grounds) (L.C. 3367; P.C. 148.1)

DEFACING OR DAMAGING SCHOOL PROPERTY (VANDALISM) (acts which endanger life of students, employees or visitors or result in damage to school buildings, school property including electronic files and databases or possessions of students, staff members or visitors; parent or guardian is responsible for damages) (C.A.C. 305, C.C. 1714.1; E.C. 19910, 48900 f, 48904; G.C. 6201, 53069.5, 53069.6; P.C. 451, 452, 594, 594.5, 602 j)

FIRES, EXPLOSIVES OR THREAT THEREOF (fires or explosives which threaten or cause serious damage to human life or property on campus or at school sponsored events; parent or guardian is responsible for damages) (E.C. 48900 (a)(1), b, 48904, 48915 (a-2); H & S.C. 12304-12306; P.C. 451, 452)

DEFINITION OF TERMS

PROBATION: Placing a student on a trial basis because of prior conditions; must meet specified conditions for a given period of time.

TRANSFER TO ANOTHER CLASS / SCHOOL: A student may be transferred to another class in the same school. A student may be transferred to another school; this decision follows a hearing at the school, or district office.

DETENTION: Keeping a student in custody for a defined period of time in special rooms under staff supervision.

PARTICIPATION DENIAL: Preventing the student from participating in school activities.

SUSPENSION: Temporary denial of class and/or school attendance for causes of action committed on school property, school buses, at school functions, or elsewhere. Usually students are referred by teachers to the appropriate administrator for disciplinary actions if the students are unresponsive to normal classroom and/or school expectations of behavior.

EXPULSION: Action by the Board of Trustees to deny the right of school attendance with a time limit. (E.C. 48915-48918)

EXEMPTION: Action to eliminate the requirement of compulsory school attendance; not related to misconduct. (E.C. 48220, 48221, 48410)

EXCLUSION: Action by the Board of Trustees to discontinue attendance for either a definite or indefinite period of time. (E.C. 46010.5, 48211, 48212)

EXTRA-CURRICULAR ACTIVITIES

Participation and/or attendance at extra-curricular activities is considered a part of the educational program for students. Participants carry extra responsibilities as representatives of their schools. Student conduct rules also apply to extra-curricular activities. Penalties in most cases will require some loss of participation privileges. Disciplinary action procedures outlined in the adopted code will be followed by the member schools in order that each case might be evaluated individually as prescribed by the Board. A summary of the Athletic and Activity Control Code with a more detailed explanation of the rules and regulations is included in this document. A complete draft is available at your school site.

STUDENT EXPRESSION

Students have the right to exercise free expression; however, student expression, assemblage and/or publication distribution shall not materially disrupt class work, involve substantial disorder, or invade the rights of others. The Board of Trustees has adopted regulations establishing the time, place and manner for these activities as related to class schedules and physical campus arrangements in each school.

ENFORCEMENT

The certificated staff of the schools and the district shall enforce all school regulations as prescribed by law and Board regulations. The administration of each school shall enforce the Board adopted regulations to maintain proper conditions for the safety, health and physical well-being of all persons on campus and elsewhere while engaged in school-sponsored activities.

Suspension of students will be ordered by the principal after the appropriate notice and hearing have been given students. Expulsions may be ordered by the Board of Trustees when charges are substantiated after a proper hearing.

Should the student be expelled by the Board of Trustees of the Tulare Joint Union High School District, the action may be appealed by the student or parent to the County Board of Education.

The Tulare Joint Union High School District police force provides armed, POST-certified police officers at all comprehensive school sites. Also on campus are anywhere from one to two adult security team members. As such, only the Tulare Police Department and Tulare County Sheriff's Office constitute larger police agencies in Tulare County.

RIGHTS AND RESPONSIBILITIES

In our form of government the judicial system interprets the law and its applications and orders compliance with its interpretations. Judicial decisions have constantly supported the authority of the State and of school officials to prescribe and control conduct in the schools. This has been extended from control of students while on the school grounds to also maintaining order at other events, such as athletic contests. In recent years, however, the courts have recognized the student's legitimate right to a public education which is protected by the Due Process Clause of the Constitution of the United States. This right cannot be taken away for misconduct without adherence to the minimum procedures required by that clause.

The U.S. Supreme Court has made clear that students cannot collide with the rights of others without expecting a penalty. "But conduct by the student, in class or out of it, which for any reason - whether it stems from time, place, or type of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech."

The role of the parent continues to be of primary importance in the education and control of the student. Parents are encouraged to help their youngsters by stressing the importance of a sound education and by forming a cooperative partnership with the schools to help guide and influence the education of the youngsters.

REFERENCE ABBREVIATIONS					
B. & P.C.	-	Business and Professions Code	G.C.	-	Government Code
C.A.C.	-	Calif. Administrative Code, Title 5	H. & S.C.	-	Health and Safety Code
C.C.	-	Civil Code	L.C.	-	Labor Code
E.C.	-	Education Code	P.C.	-	Penal Code
			V.C.	-	Vehicle Code

THE COMPLETE DISCIPLINE CODE IS AVAILABLE FOR YOUR INSPECTION AT EACH SCHOOL.

The Discipline Code was adopted by the Board of Trustees of the Tulare Joint Union High School District on July 15, 2009

HATE CRIME POLICIES AND PROCEDURES:

The Tulare Joint Union High School District Administrative Code addresses hate motivated behavior in Article 600 R

613.7 Hate Motivated Behavior

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

Tulare Joint Union High School District Intervention Procedures

Services available to students in need/crisis situations:

There are a variety of services available to students in crisis, depending on severity of need:

1. If a student threatens to harm him/herself: the counselor or psychologist will assess the situation (does the student have a plan, do they have access to weapons, etc), notify parent, and contact Tulare Youth Services Bureau Crisis Intervention Team.
2. If a student threatens to harm others: school site administration and psychologist will conduct a threat assessment per district guidelines, and involve school SRO or contact police as needed.
3. If a student has been the victim of sexual abuse: the counselor or psychologist will contact TYSB sexual abuse unit.
4. If a student is being hurt by someone in their family: contact Child Welfare Services.
5. If a student fears for his/her life: counselor/psychologist will assess the situation and determine the specifics, contact administration on-site, notify parents, and follow through with appropriate steps as necessary for the given situation. (i.e. contact police, CWS, conduct threat assessment, etc.)
6. In the event of a death/loss/tragic event on campus: every campus offers counseling sessions involving counselors and school psychologist.
7. If the case is not severe enough to warrant immediate action, or if student requires routine follow-up or additional support, the following are examples of services available on campus:
 - a. TYSB – therapists are on each campus one day per week.
 - b. Recovery Resources – drug/alcohol intervention program sessions are available to students.
 - c. SSIP Counselor and/or Campus Chaplains on campus
8. Countryside High School is an option for students in our district who need ongoing mental health services. This school serves up to 40 students, and is run in conjunction with TYSB. A therapist is on campus daily, and sessions with a therapist are a required component of Countryside's program.

HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

Administration:

- ☐ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- ☐ The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- ☐ The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander will direct staff to secure the area around the chemical spill.
- ☐ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- ☐ The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- ☐ Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Campus Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- ☐ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- ☐ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

- ☐ The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- ☐ The Incident Commander will ensure that any buses enroute to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- ☐ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.
 - ✓ Issue an "ALL CLEAR" signal and resume normal school operations

Safety Plan
Tulare Alternative Education
Tulare Joint Union High School District



February 1, 2020

Comprehensive School Safety Plan
Pursuant to Education Code 32280 - 32289

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PREFACE

The Tech Prep High School Safety Emergency Action Plan by parents, classified, certificated and administrative representation. This plan meets the needs of Alternative Ed. High School This safety plan includes the mandated components of Senate Bill 187 including:

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, power outage, human created disasters, and other emergency actions
- Policies pursuant to Education Code 48915(c) and other school designated serious acts, which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students Sexual Harassment Policy
- Dress Code
- Safe ingress and egress to and from school
- Safe and orderly environment conducive to learning Rules and procedures on school discipline

Board Vision

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district, which focuses on student learning and describes what the Board wants its schools to achieve. This vision is incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

District Vision

Our students will have the 21st Century skills and knowledge through meaningful and relevant learning opportunities to empower them to productively contribute to a global society.

District Mission

Our mission is to empower all students to graduate with college, career, and life-readiness skills.

District Priorities

Aligned with the Board Vision, the Governance Team has set the following priorities for 2019-2020:

1. Maintain Safe Schools

- Maintain safe and secure environment at all sites
- Ongoing training on safety procedures
- Provide bully free environments
- Provide social and emotional support
- Provide an environment free from discrimination
- Continue partnership with law enforcement agencies
- Continue to train and use campus supervision team to reduce safety issues
- Use/invest in communication technology to support safety and reduce safety issues
- Increase safety training for staff, i.e. active shooter training
- Implement SSICA (student scan) system at all sites
- Provide and monitor counseling services to bully and victim (group support)
- Use partnership agencies such as TYSB, psychologists, and PBIS staff to decrease bullying
- Track and monitor YSB referrals and referrals to psychologists
- Monitor and track referrals to Turning Point, specifically in reference to social / emotional pressures
- Track SWIS data from PBIS and share with entire staff – learn from incident free areas on campus
- Reduce the number of suspensions
- Reduce the number of fights and gang related situations

- Monitor and reduce the number of arrests
- Continue to monitor and respond immediately to Sprigeo reports

2. Improve Student Outcomes and Performance

- Academic Support- Above Grade Level- At Grade Level- Below Grade Level
- CTE Programs - Linked Learning - Social and Emotional Support - Co-Curricular Opportunities
- Increase Graduation Rates
- Decrease Suspension Rates
- Increase Attendance Rates
- Track Career Pathways Completion Rates Retention Rates
- Increase Resource Students in General Education Classes
- Improve Performance on CAASPP
- Increase Passage rate of COS Placement Tests
- Community College Dual Enrollment for juniors and seniors at COS for spring
- Research and implement instructional strategies to reach the students of poverty.
- Establish Local District-Wide Measure of Student Achievement as addressed in LCAP or local determination

3. Manage Facilities and Student Growth

- Support and Maintain Facilities Master Plan
- Market our District
- Offer School Program Options
- Increase student enrollment
- Complete projects in Facilities Master Plan assigned in 17-18 school year
- Increase public relations to encourage growth – i.e., create videos, update / maintain website, use data and stats, promote extra-curricular activities, newspaper / newsletter – share how community is involved, TV broadcasts with students
- Continue to increase Attendance Rate to 96% from 95% - create other incentives from grades 9-11, such as participation in Grad. Ceremony for 12th graders. Monitor Chronic Absenteeism, HS Grad Rates, HS Dropout Rates.
- Decrease number of students leaving TJUHSD to attend other schools

4. Maintain the Fiscal Integrity of the District and Fund the Board's Priorities, Services, and Programs

- Ensure LCFF funds support targeted students according to the LCAP
- Continue to monitor Farm Enterprise
- Fiscal support for facilities and student growth
- Long term budget planning
- Pursue additional funding sources - Foundation - Grants
- Create more venues to deliver clear and consistent communication with all staff on fiscal issues, i.e., using minutes from BAC meetings, website, e-mail
- Use data and statistics to identify needs for student support for high achieving students, i.e., those having to take remedial English and math in college, and students needing additional tutoring

- Survey students and use focus groups to identify support needs
 - Market our programs and student support services
 - Identify if specialized staffing is needed to support Board priorities, student needs, and program growth
 - Train interested site/district staff in grant writing skills
- 5. Staff TJUHSD with Qualified Personnel and Maintain a Positive Work Environment**
- Attract and recruit highly qualified staff
 - Provide professional development opportunities
 - Provide a conducive educational environment
 - Provide leadership growth opportunities
 - Create opportunities for formal student teacher observation process
 - Identify potential career ladders
 - Recruit at university programs
 - Recruit and retain by continuing to provide competitive wage, promote from within, advertise on Ed Join, early retirement incentives
 - Conduct staff survey – professional development interests
 - Conduct climate survey earlier in year – September
 - Identify and develop in-house trainers to provide professional development
 - Seek grants for professional development
 - Create new in-house leadership program, job shadow 2–3 days per year
 - Hold “staff chats” / open discussion with district staff quarterly
- 6. Continue to Strengthen Internal and External Communications, Services, and Programs**
- Improve District and School Websites
 - Increase Parent Link usage by staff and parents
 - Market our District
 - Graduate profiles
 - Explore mass mailings
 - Outreach programs to existing groups
 - Standardize websites, including marquee posts, FAQ page, resource directory
 - Improve usability of website measured by fewer calls regarding where to find information
 - Improve scholarship access
 - Utilize bulletin over PA system
 - Improve Aeries grade book access by parents – use attendance and community liaisons to train parents
 - Offer Student Handbook online
 - Increase number of people involved in accountability of keeping shared data current
 - Increase number of parents utilizing Parent Link
 - Train staff on Parent Link
 - Increase student e-mail usage

District LCAP Goals

Goal #1 All students will graduate college and career ready by passing their core classes and creating a baseline graduation rate while 50% of the students will enroll in college CTE courses.

Goal #2 All English Learners will improve their English Language Acquisition and achievement.

Goal #3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.



Mission Statement

Our mission is to, not only prepare students for graduation, but also prepare them for a productive life after High School.



Mission Statement

It is the mission of Countryside High School to facilitate the academic, social, and emotional growth of its students by offering both strong academic and counseling program to all of our students.

Assessment of the Current Status of School Crime

Aeries 2018 – 2019 Data

Data Source	Comments	Analysis
School Crime	5-School related arrest	Assault/Battery
Suspensions	(62) Various suspensions from current students in 2018-2019 School Year.	Incidents involved students that engaged in physical/verbal altercations and threats defiance/disruption, alcohol/drug related offenses, use of profanity or vulgar behavior vandalism/graffiti, Electronic device violation possession of weapon, threat harassment/bullying
Expulsions	(1) Students taken up for expulsion in 2018-2019	48915(b) (1): Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. 48900(b) (2) Due to the nature of the act, the presence of the pupil causes a continuing dangerto the physical safety of the pupil or others.
Referrals	(888) Various dispositions in 2017-2018	Assault, Possession of Alcohol; Drugs; tobacco. Possession of a weapon, Profanity/obscenity, defiance, theft/robbery, threat, under influence alcohol/drugs vandalism, graffiti, gang association activity, inappropriate material, Paraphernalia, fighting, disruptive, dress code, horse play, left class, fight-verbal, tardy, truant, instigating, electronic device, bus referral, harassment/bullying,
Surveys (Health Kids or other) List:	Spring 2016	Data taken from 2016 survey of school year.

Safety Plan Revisions

Alternative Education High School plans and revisions will be documented in 2018-2019 school year.

Date Revised	Person Responsible	Date of Public Meeting	Board Adopted Y/N	Comments
11/01/2019	Richard Torrez			School Site council, Parent Advisory, campus supervision team, teachers, and Admin PLC are all stakeholders in the input of this plan.
12/9/19	Richard Torrez			Revision of School Safety Plans
12/19/19	Richard Torrez			Revision

Note: Plans must be adopted by March 1st of every year pursuant to Education Code 32286

School Safety Planning Checklist School Year 2018-2019

Alternative Education High School plans and revisions. Documented in 2018-2019 school year.

Item	Compliance Y/N	Comments
School Site Council or School Safety Team Developed	Y	11/01/2019
Assessment of School Crime Conducted	Y	
Other Assessments Conducted	Y	Healthy Kids Survey Spring
Analysis of Data Conducted	Y	Fall 2019
School Site Council or Team Identified Priorities Listed Based on Assessment	Y	Fall 2019
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Y	Fall 2019
An Action Plan Has Been Developed	Y	Spring 2019
Law Enforcement Approval of Plan	Y	12/10/2019
Fire Department Approval of Plan	Y	12/10/2019
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Y	12/10/2019 to CSEA, CTA, School Site Council, ASB, City of Tulare Police and Fire Departments
Annual Evaluation of Safety Plan Conducted	Y	Date Conducted: Fall 2019
Key Findings of Evaluation Presented to Council or Safety Team	Y	12/19 Acquisition of Standard Classroom Lockdown Kit
Annual Plan Review and Revisions by March 1 st of each year	Y	Spring 2020

School Safety Team

Name	Contact	Role
Principal or Designee	Steve Ramirez, Richard Torrez, Liz Rocha	Principal, Assistant Principals, Counselor
Classified Employee(s)	Lizbeth Lopez, Teri Rhyman, Vitoria Perez-Hinojosa	Principal's secretary, Attendance Clerk, Community Liaison
Certificated Employee(s)	Silvia Saucedo, Samuel Benavidez, Rachel Saucedo	Teachers
SSIP	Frank Bejar	Student Mentoring program
Other Members	Vince Quintero Frank Bejar	Campus Security SSIP Coach
Law Enforcement Contact	Officer Joe Echevarria	School Resource Officer

Meeting Dates

Alternative Education High School will make annual reviews of this plan and revisions will be documented.

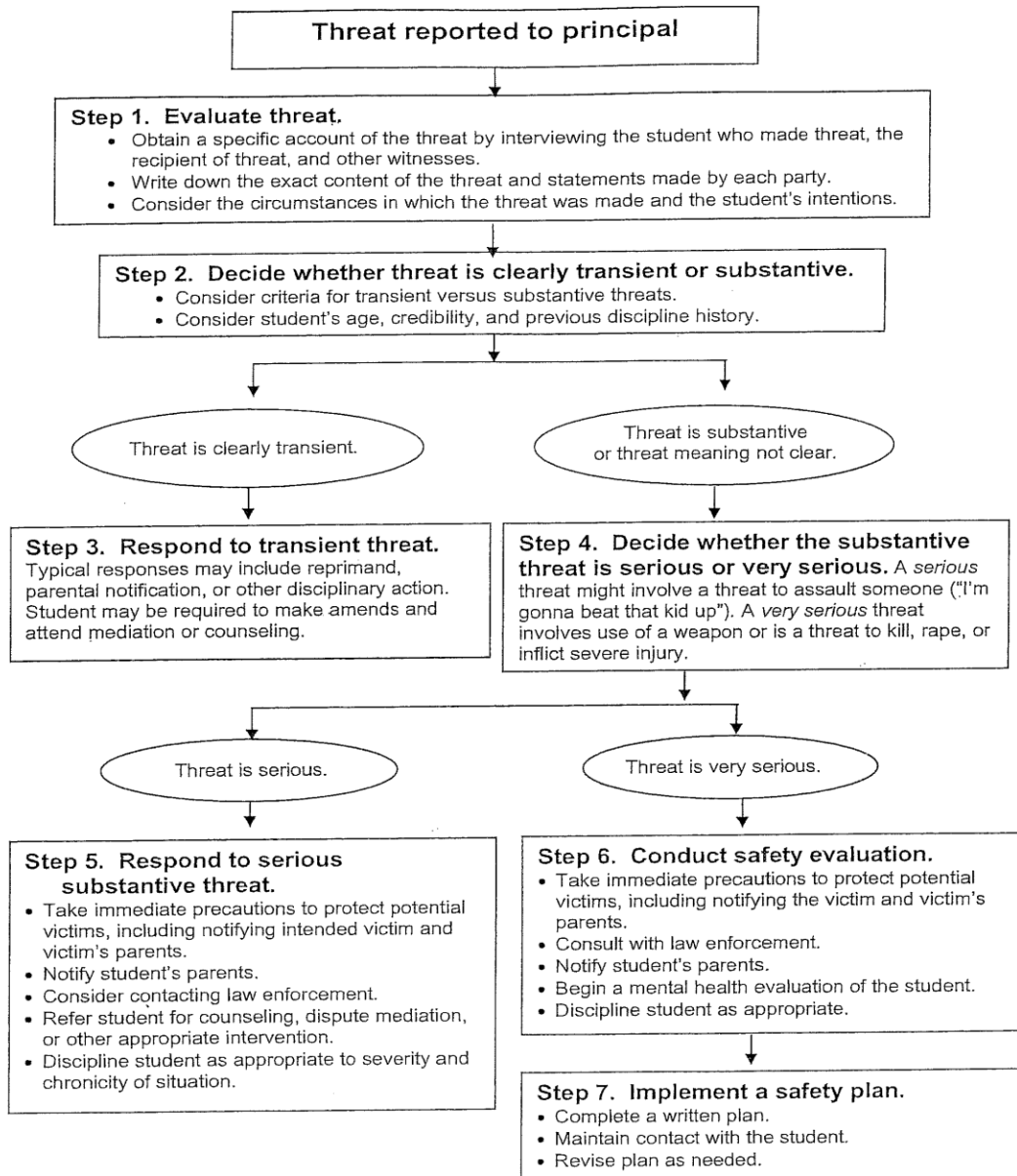
Month	Day	Time	Location	Comments/Needs
July	7/6/19	9:30 am	Admin office	Review of safety plans
August	8/7/19	10:45am	Admin Office	Safety updates, review safety issues/ and data, set safety goals for the school year.
August	8/7/19	11:00am	Admin office	Staff meeting, review Disaster/Crisis Response Procedures and Threat Assessment.
September	9/11/19	8:30am	Admin Office	Safety Updates on day-to-day operations.
October	10/9/19	8:30am	Admin Office	Safety Updates on day-to-day operations.
November	11/13/19	8:30am	Admin Office	Safety Updates on day-to-day operation.
December	12/2/19	8:30am	Admin Office	Safety Updates on day-to-day operations.
January				
February				
March				
April				
May				
June				

Note: Agendas, Minutes or Meeting Notes will be placed in Appendix for documentation

Capacity Assessment

Current Efforts	Target Group	Funding Source
Implementation of Bullying training and awareness.	All students 9-11	Safety funds
Implementation of “Reconnecting Youth” program.	At risk students. Students needing academic tutoring.	LCAP
Turning Point counseling sessions.	At risk students. Students with gang issues. Students with drug and alcohol issues.	LCAP
EWS programs/incentive program	At risk students meeting the indicators of Attendance, Behavior, and course completion.	LCAP
Sprigeo –Internet based “Anti-Bullying” reporting website	Students are able to report bullying at any time with computer access.	LCAP
Interquest “Canine Search” Program	Canine detection with random selection of students/classrooms. Used to deter drug, alcohol, tobacco, weapons and explosives.	LCAP
Virginia School Model on “Threat Assessment” procedures	Administration, counseling and faculty reviewed (trained) procedures of identifying and assessing the significance of any reported threat.	N/A
CPI (Crisis Prevention Intervention) Training	Campus supervision teams in including admin, counselors, locker room attendants and campus supervisors	LCAP
Active Shooter Training by Tulare Police Department	All Alternative Education Employees	LCAP
Mental Health/Behavior Parent Workshops	Counseling staff scheduling parent meetings with mental health organizations to discuss behavior issues with their students.	LCAP

Threat Assessment Procedures



Definition: What is Threat?

A threat is an expression of intent to harm someone

Threats may be verbal, written, artistic or gestured

Threats may be direct or indirect, and must be communicated to the intended victim or victims.

(I'm going to get him.")

Possession of a Weapon(s) is presumed to be a threat unless circumstances clearly indicate otherwise. ("I forgot my knife was in my backpack.")

When in doubt, assume it is a threat.

Types of Threats

Transient vs. Substantive

Transient:

Often are rhetorical remarks, not genuine expressions of intent to harm

- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

Substantive:

- Expressed intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed childcare workers and health practitioners (doctors, nurses and psychologists) are mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To whom is the Report Made: An oral report, to designated law enforcement agencies, must be reported immediately? The observing employee must contact:

- a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department:

or
- b. The Jurisdictional Law Enforcement Agency
County Sheriffs Department
Police Department (non emergency)
Emergency Number 911

Some District law enforcement personnel may not meet the notification requirements prescribed by law to receive reports of child abuse. However, all law enforcement officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available on site through the dean of student’s office or the assistant principal’s office.

School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse, which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present “to lend support”.

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present.
The staff member should leave the room.
2. The child asks for either the mother or father to be present.
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview.
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks an adult staff member to be present

What can the selected staff member do?

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member’s role is one of a “comforter” during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. Staff member requires no written report.

California Penal Code 11174.3

“School Interview Law”

11174.3(a) whenever a representative of a government agency investigating suspected **child abuse**, neglect, or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, 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, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** 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**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

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

Disaster Procedures

- All communication are to be made with simple verbal directions (intercom, loudspeaker, etc.) In addition, not dependent on bells and electronic signals with exception of the standard fire alarm.
- Emergency telephone numbers are posted in the office.
- First-aid kits are easily accessible and staff is knowledgeable on first-aid procedures.
- Instructions for emergency care, medications, and the treatment of illnesses are accessible to all staff.
- Evacuation procedures and routes are posted in compliance with county regulations.

INCIDENT COMMANDER – The Principal, and/or Principal’s Designee

- Commence operations from the center, and
- Take overall responsibility for the operations of the center and its functions.
- Consult Job descriptions for positions below.
- Set up the Command Center and collectively choose:
 - Incident Commander-Principal
 - Logistics and Planning Chief-Campus Officer
 - Operations Director-Campus Officer
 - Search and Rescue Team-Campus Supervision Team
 - Facility Check/Safety & Security-Campus Officer
 - Planning/Intelligence-Campus Officer
 - Medical Director-School Nurse
 - Documentation Staff

OPERATIONS/SEARCH AND RESCUE TEAM

- Collectively choose a Search and Rescue Team Director-Maintenance Director
- Secures as much information on how many, and in what locations missing students, personnel and volunteers are located,
- Visually inspect structures for structural damage before deciding to reenter the structure (If in doubt, ask for help from the Command Center),
- If it is deemed safe to reenter structures, commences rescue operations within

STUDENT CARE AND RELEASE-Classroom Teachers and Specialists

- Instruct students to assemble in a safe place at the assembly area,
- Assume Student Care and Student Release responsibilities
- Take roll using the Student Accounting Form
- Use the Student Release Form for students who leave with parents or authorized adults listed on emergency release forms.
- Maintain a calm, supervised assembly with students
- Keep students informed as appropriate

Disaster Chain of Command

Each staff member is given a Disaster and Crisis Response Procedures reference handbook at the beginning of every school year.

1. Disaster Center – **Admin Office**
2. All informational releases will come from the Admin Office and with prior approval from the Principal.
3. Communication will be through the Admin Office command radio.
4. Maintenance and AP will be responsible for securing shut off valves and cutting mains as needed.
5. Chain of Command Principal Mr. Steve Ramirez
 Assistant Principal Mr. Richard Torrez
 Counselor Liz Rocha

Through the Command Center the District, Police and Fire Departments will be notified of the situation and appropriate steps put in place.

6. Counselors are available for crisis intervention. There is a plan for suicide, death (staff or student) and all other emergencies included in the District Emergency Preparedness Plan.
7. In the event of a bomb threat, radio and phone communication will cease and the computer will be the only means of communication. Have all students and staff turn off their cell phones and other remote devices.
8. We have installed an emergency number on our phone system that will allow someone with an emergency to dial **3333** rather than to try all the numbers you have. The call will go directly to the Admin Office. Use of feature is only done so only in an emergency.

Crisis Response Procedures

In the event that a situation develops on the campus that threatens the life and/or safety of students and staff, the following procedures should be followed:

1. The person observing the crisis will immediately contact the main office and request to speak with any Dean of Students/Assistant Principal. The person should be prepared to describe the situation in detail, including:
 - a. A description of the problem
 - b. The location of the problem
 - c. Their location (room#)
2. Once the Dean of Students/Assistant Principal is briefed, they in turn will contact the campus Police Officer and together they may all respond and investigate the situation. They will determine if the situation is in fact a threat to safety.
3. The Principal will be advised of the situation and the appropriate measures will be taken. If a lockdown is necessary, the intruder on campus bell will sound. Remember to keep all students in the room with the door locked. The Tulare Police Department will be advised at this time along with the District Office.
 - a. All students are to be inside a building or classroom
 - b. Everyone is to get down on the floor, away from windows
 - c. The teacher will attempt to keep everyone calm
 - d. Classroom doors are to be locked
 - e. Students and staff are to remain in the classroom on the floor until the all clear bell rings or the fire drill bell rings to evacuate the school
4. To avoid communication gridlock, **DO NOT USE YOUR CLASSROOM TELEPHONES.** All communication will be through the computer only. Make sure that all cell phones, portable phones and wireless computers/laptops are turned off. At no time should you use your hand held radio. You will be notified when it is safe to use the above communication.
5. If the emergency occurs during a time when student and staff are out of class (before school, break, or lunch) everyone will immediately go to their next class.
6. When the tactical officer arrives for the Police Department, he/she will take charge. We will follow their directions and instruction.
7. The Admin office will serve as command center. All information to be released will be done through the Principal, or designee, from the command center.
8. If evacuation is necessary, students are to go home by their normal means.

Warning System

Lockdown: If there was an intruder on campus or some similar situation that would put students in harm:

1. You will hear one long, continuous, obnoxious bell. (90+seconds).
2. All students stay in classrooms. The teacher will lock the door. Remain in class until they are informed by Administration/Law enforcement.
3. During lunch or at breaks, proceed to the nearest, safest, open building. Remain there until further instructions.

Disaster: Drop and Cover situations like earthquake, tornado, severe storm, etc.:

1. You will be notified via intercom.
2. Drop and Cover.
3. Remain in this position until the fire bell rings then exit your classroom. Teachers will escort students out of the room.
4. Student will await the all clear announcement or may be sent home by there normal mode of transportation. The decision to send students home is made by the district office and is directly related to the severity of the emergency.

Fire Drill:

1. When the alarm sounds, all students are to evacuate the room.
2. Proceed to the safe area as directed by your teacher.
3. Remain in the safe are with your teacher until the all-clear bell rings.
4. Return to class when your teacher gives the “O.K.” to do so.

Lunch Time or Break Time Fire Drill:

1. If you hear a fire alarm during break or lunch time, move away from the buildings and wait for further instructions.
2. Follow instructions from staff for your safety.
3. Do not go to lockers or into any buildings.

Crisis Response Team 2019-2020						
	Principal: Steve Ramirez			All media coverage and press releases		
	Transportation/ Maintenance	Runner #1	Tactical	Coordinator	First Aid	Field Reps
	Bobby Richardson	Samuel Benavidez	SRO Echevarria	Steve Ramirez	Richard Torrez	Liz Rocha
	Private Cars: Teri Rhyman	Phillip Correia	Tulare P.D.	Richard Torrez	Cherilyn Austin	Lisa Jacobo
				<u>Assignments</u>		
	Secure buses and/or private cars Richard Torrez will secure facilities and shut all gas valves	Transportation of information & paper work	Determine level of crisis & logistics needed	Secure site & call crisis team to action Oversees implementation of District Security Plan	Provides Emergency Treatment	Controls evacuation center Responsible for students until release

Crisis Response Initial Actions and Intercom Codes

Duck and Cover

- If inside, duck under furniture and cover head with arms and hands.
- If outside, drop to the ground place head between knees, and cover head with arms and hands.
- Move to a sheltered place when possible, but avoid areas where falling objects may harm you.

Lock Down

- If outside, proceed to the nearest building.
- If inside, lock doors and close shades if possible, and implement duck and cover unless otherwise directed.
- Remain in a secured room pending further instructions from site officials or police.

Shelter In Place

- If inside, remain until further instructions are given
- If outside, proceed to nearest building and await further instructions
- If directed, shut down air or heating system and close doors and windows to protect them from outside air

Fire Alarm Evacuate Building

- Immediately evacuate the building using designated routes and go to assembly area.
- Remain in assembly area until "All Clear" or further instructions are given.
- Carry roster and take attendance once everyone is in a safe location.



Alert
Lockdown
Inform
Counter
Evacuate

Quickly determine the most reasonable way to protect your own life. Remember that students will follow the lead of staff members during an active shooter situation.

*****There is no order to ALICE—use your best option to SURVIVE!*****

ALERT

- Call 911, if possible, to alert police to the intruder/active shooter's location

LOCKDOWN

- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- Prevent individuals from entering an area where the active shooter may be
- Lock the door
- Blockade the door with heavy furniture
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- If evacuation and hiding out are not possible, prepare to counter

INFORM

- Dial 911 and if you cannot speak, leave the line open and allow the dispatcher to listen
- Follow the instructions of any police officers

COUNTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the OODA loop of an active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Swarm the intruder, grabbing limbs and pushing head down to take down the intruder
- Immobilize the shooter until police arrive
- Take away any weapons and place in a secure area

EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Keep your hands visible at all times (especially when law enforcement arrives)

Tulare Joint Union High School District Violent Intruder Initial Actions

A

ALERT

Initial Alert may be a gunshot, PA announcement, etc.

L

LOCKDOWN

If evacuation is not a safe option, barricade entry points.
Prepare to Evacuate or Counter if needed.

i

INFORM

Communicate real time information on intruder location.
Use clear and direct language using any communication
means possible.

C

COUNTER

As a last resort, distract the intruder's ability to shoot
accurately. Move toward exits while making noise,
throwing objects or adults swarm intruder.

E

EVACUATE

Run from danger when safe to do so using non-
traditional exits if necessary. Rallying point should be
predetermined.

EARTHQUAKE PROCEDURE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover”.

School Commander (Principal or designee):

- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to dismiss school due to power loss, building damage or other factors.
- ☐ Consider need to evacuate staff and students to off-campus evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first aid if needed.
- ☐ Await further instructions from the school Incident Commander.

EARTHQUAKE PROCEDURES:

During the Earthquake:

At the first indication of an earthquake, all employees working with students are to give the command to,

- Drop, Cover, and Hold
- Hold the position with students until the shaking stops.

After the Earthquake:

Once the shaking has stopped, the teacher will:

- Assess the situation and remain calm.
- If there are any injured people, contact a “buddy” teacher (or office/administrative personnel if buddy teachers is unavailable) to decide who will stay with the injured, and who will facilitate the safe evacuation of students.
- An adult must stay with the injured until the search and rescue team can provide assistance in evacuating the injured.
- Assess the evacuation route and evacuate students outside to the FIRE DRILL ASSEMBLY AREA, and away from trees, power lines, etc. Remember to take the roll book, from the rooms.
- Take roll and use the Student Accounting Form to report any missing students to the principal or employee in charge.
- Administrative personnel/designee will notify if/when it is safe to reenter the buildings and resume school business.
- Command Center(s) will be set up if situation warrants –Incident Commander will give directions.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures are to be followed in that no child will be released to anyone not on the child’s emergency card.
- Every student released will be recorded on a Student Release Form.

FIRE DRILL PROCEDURES

- The alarm will sound.
- If no alarm sounds but you see or smell smoke, flames or a suspicious order, PULL THE NEAREST FIRE ALARM or report your suspicion to the office and evacuate your room.
- EVACUATE: Upon hearing the alarm, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.
- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room, but do not lock the classroom.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report to the assigned security person, Principal, or employee in charge.
- Follow all directions given by police, fire or any other emergency personnel on scene. In the event of a false alarm, administrative personnel/designee will notify when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

FIRE DRILL REPORTING

1. Emergency Routes posted by the door in every classroom. Teachers are trained as to where they are to report. During a fire drill, teachers are to follow the Fire Drill procedures and report to the designated area.
2. After attendance/roll has been taken, teachers will report to the A.P. via radio.
3. Designative area for all students & staff to meet is the Softball field East of campus

FIRE/EXPLOSION/BUILDING COLLAPSE

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.**

Administration (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide exact location of fire, explosion or collapse.
 - ✓ Describe current situation, including damage and estimated number of injured.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Ensure fire alarm has been sounded**
 - ✓ If needed, announce changes in evacuation routes due to incident location.
- ☐ **Establish a school Incident Command Post**
- ☐ **Assess situation and begin activating needed ICS functions, for example:**
 - ✓ First-Aid, Accountability, Utility and Security Groups
 - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- ☐ **Meet arriving fire and police personnel**
 - ✓ Be certain to take school Crisis Response Box.
 - ✓ Identify the location of fire, smoke, explosion or gas smell.
 - ✓ Advise locations of injured or trapped persons.
 - ✓ Provide last known location of any missing persons.
- ☐ **Establish Unified Command with emergency response officials.**
- ☐ **Determine if it is necessary to:**
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” when it is safe to re-enter the buildings.**

Teachers/Staff

- ☐ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- ☐ **Implement Evacuation procedures**
 - ✓ Use a secondary route if the primary route is blocked or hazardous
 - ✓ Close, but do not lock, doors when leaving
- ☐ **Inform the school office/school Incident Commander of the emergency**
- ☐ **Following evacuation:**
 - ✓ Account for all students and check for injuries
 - ✓ Immediately report any missing, extra or injured students
- ☐ **Wait for additional instructions**

BOMB THREAT PROCEDURE

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- Introduction
- Assessing A Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report
- Response Procedures
- Bomb Search Procedures

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. Even though most bomb threats are pranks, all must be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. All staff member is to be trained in its use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flagpole or other landmark that really exists, you may have a credible threat.

The "***Telephone Bomb Threat Report***": designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at creating a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
- ☐ **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.

If threat is deemed credible:

 - ✓ Establish a command post at least 400 feet from campus buildings.
 - ✓ Ensure that it is away from automobiles and refuse containers or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- ☐ **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” when it is safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

- ☐ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.
- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ☐ Report suspicious objects to the school Incident Commander as soon as possible.
- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ☐ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trashcans, etc.
- ☐ If you relocate, report your new location and reason for move as soon as possible.
- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ **Follow normal Shelter-In-Place procedures.**
- ☐ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ☐ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ☐ **Take all other steps outlined in the section “IF EVACUATING” above.**

BOMB SEARCH PROCEDURE

"I'm not going to look for a bomb!" Is a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?**
- 2. Is there anything out of place?**
- 3. Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an "Improvised Explosive Device" or simply an "IED". "Improvised," means it is a person's own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, someone very familiar with the search area best does that.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- ☐ **TEACHERS:** Classrooms.
- ☐ **PHYSICAL EDUCATION TEACHERS:** Gym, locker rooms, and related halls.
- ☐ **LIBRARIANS:** Library, storage rooms, and any associated areas.
- ☐ **CAFETERIA PERSONNEL:** Kitchen, cafeteria, and storage areas.
- ☐ **CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trashcans.
- ☐ **BUS DRIVERS:** Buses and any bus related facilities on campus.
- ☐ **ADMINISTRATIVE PERSONNEL:** Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First, search the floor and all areas up to windowsill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.

- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:*

1. Remain calm and politely advise the caller:

“I am a student. Please hold while I get an adult to talk to you.”
2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back

TELEPHONE BOMB THREAT REPORT FORM

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.
Try to get the attention of another staff member to listen-in on the call with you.

Today's Date _____/_____/_____		*SEE NOTE AT BOTTOM OF FORM.	
Call Information - (Can be completed after call)			
Date of call:	Time of call: ☐ AM ☐ PM	Duration of call:	Phone number called: ()
Name of person receiving the call:		Phone number to call for follow up: ()	
Questions for caller: Try to ask these questions IN ORDER (1-9) and document key points of responses.			
1. When will the bomb explode?	4. What does the bomb look like?	7. Why did you place the bomb?	
2. Exactly where is the bomb located?	5. What will cause the bomb to explode?	8. What is your name and phone number?	
3. What kind of bomb is it?	6. Did you place the bomb?	9. Where are you now?	
Document exact wording of threat:			
Description of caller: (Listen closely to help identify.)			
If caller's number appears on your phone, write it here:	Gender of caller: ☐ Male ☐ Female ☐ Unknown	Approximate age of caller:	If voice sounds familiar, who does it sound like?
Other clues: (Listen closely and check all that apply.)			
Voice	Speech	Language	Behavior
Background Noise			

☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport	☐ Quiet
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals	☐ Restaurant
☐ Hoarse	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby	☐ Static
☐ Loud	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds	☐ Street Noise
☐ Muffled	☐ Hesitant	☐ Irrational	☐ Clearing Throat	☐ General Noise	☐ Talking
☐ Nasal	☐ Lisp	☐ Rational	☐ Crying	☐ Guns Firing	☐ Tavern/Bar
☐ Pitch-High	☐ Slow	☐ Slang	☐ Fearful	☐ Gymnasium	☐ Television
☐ Pitch-Med	☐ Slurred	☐ Taped/Recorded	☐ Intoxicated	☐ Machinery	☐ Traffic
☐ Pitch-Low	☐ Stuttered	☐ Uneducated	☐ Laughing	☐ Motor	☐ Train
☐ Pleasant	☐ Other:	☐ Unintelligible	☐ Nervous	☐ Music	☐ Typing
☐ Raspy	☐ If Accented, Describe:	☐ If Foreign, Describe:	☐ Self-Righteous	☐ Party	☐ Water/Wind
☐ Smooth			☐ Other	☐ PA System	☐ Other
☐ Soft					
☐ Squeaky					
☐ Unclear					
☐ Other					

*If the CALL TAKER is a student, the student should:

1. Remain calm and politely advise the caller:
"I am a student. Please wait a moment while I get an adult to talk to you."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

Crisis Procedures: Rolling Blackouts

If a rolling blackout occurs, that affects our campus; our primary concern will be for student and staff safety. If a blackout is called, it will probably be for a short duration, approximately one hour. If we are affected by a power outage, please follow these guidelines:

1. Keep your students in your class under your supervision in a calm environment.
Please do not send your students out of your classroom. If you have a student who has unique health needs that may be impacted by the power outage, please send that student, along with another student to walk with them, to the nurse's office.
2. Open your classroom door and utilize as much natural light as possible.
3. Please keep your students in your class with you until directed to release them. We will use **AIR HORNS** for bells if they are not working.
4. School probably will not be dismissed because of a blackout. By the time the buses got here to take students home, the power interruption would probably be over and there would not be enough time to notify parents that we were sending their student home.
5. Food Services have contingency plans for serving meals in the event of a blackout.

Hopefully, if a rolling blackout occurs, it will be called after school hours. However, if it is called during class time; please keep your students in your classroom under your direct supervision. This is the safest environment for them during a power outage. A power outage, obviously, can be very disruptive and will require that we adjust while continuing to maintain appropriate supervision of our students.

EVACUATION/SCHOOL CLOSURE:

If a school closure or evacuation is required for any number of reasons including a power outage, severe weather including heavy rain or snow, a chemical spill on Black Road, an extensive gas leak, a bomb threat, a wild fire in the surrounding chaparral or forests, or notification by emergency personnel that an evacuation is required or in the best interest of the students.

EVACUATION: Upon hearing the FIRE ALARM, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.

- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report any missing students to the principal or employee in charge.
- Command Center will be set – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

SCHOOL CLOSURE PROCEDURES:

- Office personnel will establish a phone tree within the office, and call for student pick up by a person on the authorized list of each student's enrollment form.
 - Office personnel will call the public media to announce closure. IT MAY BE NECESSARY TO USE CELL PHONES DUE TO POWER OUTAGE.
 - Office personnel will release students to parents who come to pick up their children using the every-day SIGN-OUT procedures.
 - Teachers will stay with their students until all students have been picked up or appropriate arrangements have been made by the administration for students not picked up.
 - If necessary, an assembly area will be set up for students remaining at the school.
- If necessary, the student sign-out area will be moved from the school office and located as close to the assembly area as is practical. In this case, every student released will be recorded on the Student Release Form.

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency (as appropriate and agreed upon at the students previous IEP).
4. The Site Safety Specialist (or administrative designee) is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

This assignment will be continuous throughout the year due to student movement

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell person where you are going, obstacles you encounter.
- ☐ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ☐ Turn lights on/off to gain person's attention -OR-
- ☐ Indicate directions with gestures -OR-
- ☐ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ☐ Evacuate these individuals as injured persons.
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Use a sturdy chair (or one with wheels) to move person -OR-
- ☐ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options. (utilization of Evac chairs is recommended as appropriate in these instances)
 - Reunite person with the wheelchair as soon as it is safe to do so

EMERGENCY TELEPHONE NUMBERS

Emergency telephone number are to be kept in a location that is immediately accessible in case of an emergency. This information is updated annually and be provided to key individuals.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	559-688-2021
Fire Department	East Admin: 559-684-4360 North Admin: 559-684-4363 West Admin: 559-685-4362
Local Police Department	559-686-3454
Sheriff Department	559-733-6211
Adventist Health Hospital	559-688-0821
California Highway Patrol	559-734-6767
English Radio Station 580 KMJ Radio	559-490-5858 or 1-800-776-5858
Spanish Radio Station	559-622-8703
Southern California Edison	1-800-655-4555
Water	559-684-4324
Gas Company	1-800-427-2000
American Red Cross	559-732-6436

DISTRICT MANAGEMENT TEAM EMERGENCY CONTACTS

First	Last	Site	Title	Cell Phone #	Alternate #
Tony	Rodriguez	DO	Superintendent	559 901-9458	559 686-1580
Dr. Lucy	Van Scyoc	DO	Asst Superintendent, Curriculum	559 679-7192	559 688-4663
Barbara	Orisio	DO	Asst Superintendent, HR	559 303-8408	
Tammy	Aldaco	DO	Asst Superintendent, Student Services	559 679-0377	
Vivian	Hamilton	DO	Director of Business Services	559 901-5427	559 366-7011
Daniel	Pierotte	DO	Director of Facilities	559 754-6146	
Donny	Trimm	DO	Director of Technology	559 280-5584	559 688-3929
Bobby	Richardson	DO	Director of Transportation	559 759-4492	
Janet	Stephens	DO	Director of Food Services	559 631-3185	
Jason	Edwards	DO	Director of Special Education	559 303-0716	
Carrie	Montgomery	DO	Nurse	559 331-2455	
Lupe	Aguilera	DO	Child Welfare & Attendance	559 827-1278	
Denise	Douglas	DO	Coordinator of Ed Technology	559 302-8222	
Courtney	Hendrickson	DO	AVID Coordinator	559 280-7932	
David	McAllister	DO	Technology Curriculum Specialist	559 631-0351	
Michelle	Nunley	TU	Principal	559 799-6994	559 685-1010
Roger	Robles	TU	Assistant Principal	559 972-2799	559 713-6742
Chandalin	Champlin	TU	Dean of Students	559 816-5691	
Shanelle	Herrera	TU	Dean of Students	559 280-8939	
Terry	Langlie	TU	Head Counselor	559 331-5331	559 686-2339
India	Leal	TU	Counselor	559 624-0790	559 909-4636
Jose	Marquez	TU	Counselor	559 445-0886	
Michelle	Potts	TU	Counselor	559 731-5812	559 735-0227
Miguel	Torres	TU	Counselor	559 901-9712	559 627-0208
Liliana	Avila	TU	Counselor	559 471-6816	
Diana	Hatton	TU	Athletic Director	559 679-9286	
Lolly	Garcia	TU	Psychologist	559 960-7339	
Kevin	Covert	TW	Principal	559 967-4159	559 687-1430
Sara	Morton	TW	Assistant Principal	559 786-0346	
Leandra	Garcia	TW	Assistant Principal/Counseling	559 679-3088	
Rudy	Carrasco	TW	Dean of Students	559 694-1306	559 564-3324
Angela	Robertson	TW	Dean of Students	559 303-1165	
Krishna	Adams	TW	Dean of Students	559 802-0192	
Arturo	Magallanes	TW	Counselor	559 300-9940	
Cecilia	Moraza	TW	Counselor	559 303-7341	
Katherine	Nunes	TW	Counselor	559 329-5116	559 303-4286

Lizabeth	Prado	TW	Counselor	559 625-5733	
Ana	Rivera	TW	Counselor	559 786-2879	
Michelle	Gill	TW	Counselor	559 730-8806	
Michael	Powell	TW	Athletic Director	559 901-6054	
Stephanie	Gutierrez	TW	Psychologist	559 905-9582	
Michele	Borges	MO	Principal	559 303-0968	
Stephanie	Deitz	MO	Assistant Principal	559 572-6373	
Rachel	Chapman	MO	Assistant Principal/Counseling	559 250-4166	
Luis	Cobarruvias	MO	Dean of Students	559 553-3976	
TBD		MO	Dean of Students		
Erika	Holguin	MO	Counselor	661 638-2507	
Jennifer	Padilla	MO	Counselor	661 778-8362	
Alejandra	Sanchez	MO	Counselor	559 827-8018	
Bertha	Tello	MO	Counselor	559 917-1681	559 313-3878
David	Terrel	MO	Athletic Director	559 331-0026	
Gretchen	VanderTuig	MO	Psychologist	559 331-1890	
Steve	Ramirez	TP/CHS	Principal	559 936-4245	559 635-4668
Richard	Torrez	TP/CHS	Assistant Principal	559 905-8933	
Susan	Meadows	TP/CHS/SV	Psychologist	559 999-0527	559 981-2563
Liz	Rocha	TP/CHS	Counselor	559 679-3355	559 991-6043
Dereck	Domingues	SVCHS	Principal	559 269-9383	
Veronica	Covert	SVCHS	Counselor	559 967-4160	
Larriann	Torrez	TAS	Director	559 920-0664	
Rosa	Vargas	TAS	Counselor	559 445-1691	
Sylvia	Silva	TAS	Director of Vocational Nurse Ed	559 731-4882	
Wendi	Powell	ACHS	Principal	559 901-5622	
Sara	Zakarian	ACHS	Dean of Students	310 279-8713	
Abel	Loza	ACHS	Counselor	559 361-3790	
Roxanne	Bernard	ACHS	Psychologist	559 496-9991	
Daniel	Dutto	Farm	Director of Ag Education/Farm	559 331-7091	

Feeder School Emergency Contact List 2019-2020

Primary Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work#:	Email Address:
Buena Vista School District	Carole Mederos	Supt/Principal	559 732-7162	559 686-9470	559 686-2015	cmederos@buenavistaeagles.org
Liberty School District	Keri Montoya	Supt/Principal	559 786-3349		559 686-1675	kmontoya@liberty.k12.ca.us
Oak Valley Union School District	Heather Pilgrim	Superintendent	559-936-2657			h.pilgrim@oakvalleyschool.org
Palo Verde Union School District	Philip Anderson	Supt/Principal			559 688-0648	phil@palo-verde.k12.ca.us
Pixley Union School District	Montgomery Dunbar	Superintendent	559-930-5150			mdunbar@pixley.k12.ca.us
St. Aloysius	Holly Zamora	Principal	559-972-6207		559 686-6250	hzamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	559 972-7320	559 686-0436	559 688-7451	terri.rufert@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	559-804-6611			sbettencourt@tipton.k12.ca.us
Tulare Joint Union HS District	Tony Rodriguez	Superintendent	559 901-9458	559-686-1580		tony.rodriquez@tulare.k12.ca.us
Tulare City School District	Brian Hollingshead	Superintendent	559-804-9085			bhollingshead@tcsdk8.org
Waukena Jt Union School District	Deanna Cardoza	Superintendent	559-805-5373			deannac@waukena.k12.ca.us

Alternate Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work Cell #:	Email Address:
Buena Vista School District	Dana Milanesio	Business Manager	559 936-2845	559 688-6182		dmilanesio@buenavistaeagles.org
Liberty School District	Terri Shirk	Business Manager	559 280-1333			tshirk@liberty.k12.ca.us
Oak Valley Union School District	Matt Baxter	Principal	661-303-4522			mbaxter@oakvalleyschool.org
Oak Valley Union School District	Marvin Sanders	MOT Director	559 719-0821			
Palo Verde Union School District	Rose Machado	Assistant Principal	559-358-0998	559 688-0800		rmachado@palo-verde.k12.ca.us
Pixley Union School District	Joel Munoz	Director, Maint & Oper	559 936-2381			
St. Aloysius	Lany-Kay Silva	Bookkeeper			559- 686-6250	lsilva@sastulare.com
Sundale Union School District	Cindy Gist	Principal	559 331-4092			cindy.gist@sundale.org
Tipton School District	Stacey Bettencourt	Principal	559 804-6611			sbettencourt@tipton.k12.ca.us
Tulare City School District	Philip Pierschbacher	Asst Supt/Personnel		559 687-9521	559 805-9370	ppierschbacher@tcsd.k12.ca.us
Tulare Joint Union High School District	Barbara Orisio	Asst Supt/HR	559 303-8408			barbara.orisio@tulare.k12.ca.us
Tulare Joint Union High School District	Tammy Aldaco	Asst Supt/Student Services	559 730-6329			tammy.aldaco@tulare.k12.ca.us
Tulare Joint Union High School District	Lucy Van Scyoc	Asst Supt/Curriculum	559 679-7192			lucy.vanscyoc@tulare.k12.ca.us
Waukena Jt Union School District	Loretta Myers	Business Manager	559 740-8175			lorettam@waukena.k12.ca.us

**STUDENT CARE EMERGENCY/DISASTER
SIGN-OUT ROSTER FORM for EMERGENCY/DISASTER PREPAREDNESS**

Please complete upon release of a child from an emergency/disaster evacuation site.

A best practice recommendation is to have only one person/staff release the children program wide.

Program Roster Childs Name	Class	Time Picked Up	Picked Up by Whom	Destination
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

Prevention of Illness and Communicable Diseases:

School Personnel are expected to incorporate the instruction of ways to prevent the spread of the common cold, flu, and other communicable diseases. This includes the teaching of appropriate hand washing techniques, good sleeping, exercise, and eating habits, procedures for disposing of contaminated tissues, and appropriate techniques to use for coughing, sneezing, etc.

Medical Emergencies:

Accidents:

I. Check –What happened (fall, fight, sport injury, etc.)?

- Do not move victim if a fall from significant height has occurred
- Assess victim for bleeding
- If unconscious, check for breathing and pulse

II. Call – For assistance from adult office personnel

- Use radio
- Send a pair of students – direct them to return and report to whom they gave information.

III. Care – First aid as necessary until help arrives.

- Do not carry a child to the office. Get an office chair with wheels for transport.
- Office personnel shall give first aid if needed.
- If, in the judgment of the office personnel the victim needs additional emergency care, the Emergency Card on file will be used in order to reach a parent or an authorized person to pick up the child and/or access further medical assistance.
- In the event that the injury is serious and victim needs immediate attention and/or the victim's parent or other authorized persons on the Emergency Card cannot be reached, office personnel are authorized to call 911 for emergency assistance.
- An Accident/Incident report will be completed and filed, and a copy sent with the victim.

Illness - General:

I. Check – Patient's temperature should be taken; an overall assessment of the student made by communication with the student and observation by the caregiver.

II. Call – Parent will be called if student has a fever of 100 degrees or higher; has sore throat or cough; has symptoms that impede learning at school; has symptoms that indicate he/she is contagious to others in the school environment.

III. Care – Patient should be isolated from peers and made as comfortable as possible.

The student's emergency information will be accessed and utilized. If no contact can be made to have the child picked up, the school office staff will keep the child in the health office, and if warranted, contact the physician listed on the emergency to determine the most appropriate course of action.

Illness – Communicable Diseases:

The same procedure as those for General Illnesses (above) is to be followed.

Cases of certain communicable diseases must be reported to other families whose children attend the same class and the Clubhouse childcare program. The following diseases must be reported and necessary precautions taken immediately: Meningitis, strep, scarlet fever, infectious hepatitis, head lice, scabies, measles and mumps. The school office will send out the appropriate exposure notices, and direct the Clubhouse to send home the appropriate exposure notices as well.

AUTOMATED EXTERNAL DEFIBILLATOR



Automated External Defibrillators (AEDs) needed to diagnose life-threatening cardiac arrhythmias and ventricular tachycardia and treat a patient through the application of electrical therapy, which stops the arrhythmia, allowing the heart to reestablish an effective rhythm

AED Locations on campus:

Tech Prep Administration Office

AED Trained

- 1) Richard Torrez**
- 2) Samuel Benavides**

AIR POLLUTION- AIR QUALITY INDEX

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each district will be informed by the Regional or County Superintendent to abide by each standard:

AQI Values	Health Categories	Cautionary Statements for 8 – Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy Red Flag	Active children and adults, people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion

When notified of an AIR POLLUTION episode, Superintendent or Designee will:

1. Instruct employees to minimize strenuous physical activity.
2. Cancel any events requiring the use of vehicles.
3. Urge employees to minimize the use of vehicles.

BUS ACCIDENT PROCEDURE

Bus Driver:

- ☐ Protect student passengers from injuries and the bus from further damage.
- ☐ Turn off the ignition, remove the key and activate the hazard lights.
- ☐ Check for conditions that could cause a fire.
- ☐ If conditions are safer outside the bus than inside, evacuate the bus.
- ☐ Do not leave students unattended or unsupervised.
- ☐ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- ☐ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- ☐ Do not discuss details of the accident with media.
- ☐ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- ☐ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- ☐ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- ☐ Dispatch a school representative to the accident location.
- ☐ School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- ☐ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- ☐ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- ☐ Ensure any special health information or medication for any injured student is sent to the hospital.
- ☐ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- ☐ Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- ☐ Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

SEVERE WEATHER PROCEDURE

For the purposes of this procedure, “Severe Weather” is defined as a severe windstorm, hailstorm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - o Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until campus can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate an “Off-Campus Evacuation” procedure.

Off-Campus Evacuation Procedure Template

(Modeled after other Emergency Procedures in Crisis Response Plan)

Purpose:

The Off-Campus Evacuation Procedure is to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

Administration:

- ☐ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.
- ☐ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- ☐ Determine the appropriate pre-designated relocation site and evacuation route.
- ☐ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- ☐ The school Incident Commander or designee will obtain the “*Off-Campus Evacuation Sites*” form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- ☐ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- ☐ Implement procedures for setting up the bus evacuation staging area.
- ☐ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- ☐ Direct staff to move students to the evacuation staging area for loading onto buses.
- ☐ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- ☐ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- ☐ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

Teachers and staff

- ☐ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
 - ✓ Ensure special needs students and staff receive assistance. Request help if needed.
 - ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- ☐ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- ☐ Maintain control of your class.
- ☐ While in route to the relocation site, the teachers will prepare list of all evacuees on the bus to be given to the Incident Commander or Student Accountability Group or other designee upon arrival.
- ☐ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may be asked to implement the Teacher Buddy system and assist in staffing the site.

UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often, the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps are to be available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

Gas Leak - INDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100', more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of campus and what is leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- ☐ If problem is in, or on, a school building and there is smoke or threat of fire:
 - ☐ Evacuate the building(s).
 - ☐ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

Suspension and Expulsion Policies

TULARE JOINT UNION HIGH SCHOOL DISTRICT

LEGAL CODE REGARDING STUDENT DISCIPLINE: EDUCATION CODE 48900 AND CONSEQUENCES

ALL PUPILS ENROLLED IN STATE PUBLIC SCHOOLS HAVE THE INALIENABLE RIGHT TO ATTEND CLASSES ON SCHOOL CAMPUSES THAT ARE SAFE, SECURE, AND PEACEFUL. A pupil shall be suspended from school or recommended for expulsion if the Superintendent or the Principal or the Principal's designee of the school in which the pupil is enrolled determines that while under the jurisdiction of the school, the pupil has:

A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission to possess the item from a certified school employee, which is concurred in by the Principal or the designee of the Principal.

C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or being detected in the immediate area (motel room, vehicle, etc.) of any controlled substance, alcoholic beverage or intoxicant while under the responsibility of the school and with knowledge of the presence of the substance.

D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and 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. Stolen 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.

I. Committed an obscene act or engaged in habitual profanity or vulgarity.

J. 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.

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.

L. Knowingly received stolen school property or private property.

M. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

N. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

P. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

R. Engaged in an act of bullying, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. Any student found to engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically towards a pupil or school personnel shall be suspended and a mandatory police report is made.

Bullying consists of one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.

S. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

T. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

U. As used in this section, "school property" includes, but is not limited to, electronic files and databases.

V. A superintendent of the school district 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.

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

.2 – engaged in sexual harassment

.3 - hate violence

.4 - harassment, threats, intimidation against a pupil or group

.7 – made terroristic threats against school officials or school property

A PUPIL WILL BE SUSPENDED OR EXPELLED for any of the above acts when that act is related to a school activity or school 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.

NEW LEGISLATION requires school personnel to contact the police department for any violation involving alcohol or drugs.

Policy for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

SAMPLE EMAIL:

Dear Staff,

The district is using Google Forms to notify teachers of the pupils that have been subject to suspension or expulsion. Please note, when taking attendance, a red "**SSA**" will appear next to the name of a student that has violated Education Code 48900 in the previous three (3) years - this information is also updated immediately after an offense has occurred. If you wish to know what code violations were committed, Technology created a 48900 report that is linked to the student password lookup. Attached is a link that will walk you through the process of looking up student password, or accessing the new 48900 report. You may also contact the Assistant Principal at your site if you have questions regarding a student.

<https://docs.google.com/document/d/1fwfs2GN-T3eBX35VUYECKnw3ye6XqaNrWK9pxAwrDAU/view>

Please complete the attached Google Form at your earliest convenience. A receipt will be sent when you complete this task.

Thank you in advance for your cooperation.

**Tulare Alternative Education Schools
Tech Prep/Countryside High Schools**

737 West Bardsley
Tulare, CA 93274
(559) 687-7400 Phone
(559) 687-7414 Fax

To: ALL CERTIFICATED STAFF
From: **Assistant Principal's Office**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- (C-1) possessed/sold/furnished firearm
- (C-2) brandished a knife at another person
- (C-3) sold a controlled substance
- (C-4) committed/attempted to commit sexual assault or sexual battery
- (C-5) possession of an explosive
- (A-1) caused serious physical injury to another person (needed medical attention)
- (A-2) possessed any knife or other dangerous object
- (A-3) possessed a controlled substance
- (A-4) committed robbery or extortion
- (A-5) committed assault or battery upon a school employee
- A – altercations, fights
- B – sold/furnished a knife or dangerous object
- C – use/under influence or possession of a small amount of drugs or alcohol
- D – Look alike substance (offered/tried to sell)
- E – attempted to commit robbery or extortion
- F – caused/attempted to cause damage to school or private property
- G – stole/attempted to steal school or private property
- H – possessed or used tobacco or nicotine products
- I – committed an obscene act or engaged in habitual profanity or vulgarity
- J – possessed drug paraphernalia
- K – disruption of school activities or defiance
- L – knowingly received stolen property
- M – possession of an imitation firearm
- O – harassed/threatened/intimidated a complaining witness
- P – offered or sold/attempted to sell prescription drug Soma
- Q – engaged/attempted to engage in hazing
- R- engaged in act of Bullying
- S – aiding or abetting in the infliction of physical injury
- .2 – engaged in sexual harassment
- .3 - hate violence
- .4 - harassment, threats, intimidation against a pupil or group
- .7 – made terroristic threats against school officials or school property

If you have any questions or want more information, please see Mr. Torrez, Assistant Principal

Discrimination and Harassment Policy

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

California's Education code specifically prohibits discrimination and harassment against students and staff in schools on the basis of ethnic group identification, race, national origin, religion, color, mental or physical disability, actual or perceived sexual orientation or gender identity. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act. An important part of this intent is to prevent sexual harassment in the work and educational setting.

The Tulare Joint Union High School District will not condone, permit, or tolerate sexual harassment of employee or students in any manner whatsoever. Persons engaging in such harassment may be subject to discipline up to and including discharge or expulsion. Tulare Western High School will not tolerate sexual harassment of any student by any other student or district employee. Any case of harassment should be reported immediately to a school administrator.

Sexual Harassment Definitions

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
- (2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.
- (3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- (4) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school district.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

- (1) The campus or school grounds.

- (2) Properties controlled or owned by the school district.
- (3) Off-campus, if such activity is sponsored by the school district or is conducted by organizations sponsored by or under the jurisdiction of the school district.

Sexual harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, the California Fair Employment and Housing Act and its regulatory guidelines, the California Education Code and District Board Policy.

Violation of this policy shall constitute, generally, just and reasonable cause to discipline, up to and including termination or expulsion, and shall constitute, specifically, persistent violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the governance of the District by the Board of Education of the Tulare Joint Union High School District under Education Code section 44932, subdivision (g).

COMPLAINT PROCESS: Employees or students believing that they have been subjected to sexual harassment or other forms of discrimination should bring his/her complaint to the attention of his/her immediate supervisor or the District's Affirmative Action Officer at the District Office, his/her teacher, counselor or school administrator.

Internal: To accommodate the unique nature of sexual harassment complaints, an internal process is provided for the primary purpose of resolving a complaint at the earliest possible date while protecting the confidentiality of the parties. In order to do this, the District Personnel Division will commence an investigation of each and every claim as expeditiously as possible following receipt. As part of this investigatory process, the District will:

- a) If the complainant is not satisfied with an informal attempt to resolve the matter and wishes to pursue it more formally, obtain a factual written statement of the complaint for the District Superintendent, his designee, or other department heads, site managers, etc., as required on a need-to-know basis.
- b) Obtain from the Associate Superintendent, Personnel, or his designee, authorization to investigate the complaint, review factual information collected to determine whether the alleged conduct constitutes sexual harassment — giving consideration to the record as a whole and the totality of circumstances — including the nature of the sexual advances and the context in which the alleged incidents occurred. At all times, information will only be shared on a need-to-know basis and confidentiality will be protected.
- c) Counsel the individuals involved and outline options available to them.
- d) Take or authorize appropriate action as defined by the Associate Superintendent, Personnel.
- e) Report to the individuals directly involved in the case as to the findings of any investigation and action taken.

- External:
- a) If the complaint is not adjusted to the satisfaction of the employee or student in the internal complaint process, Title IX or other complaint forms are available for filing a formal complaint.
 - b) Depending on the circumstances of the complaint, any steps of the internal process may be waived and the external process initiated at the appropriate step.
 - c) As an alternative to these procedures, employees may contact the Office of California Department of Fair Employment and Housing (DFEH)

Employees or students should initiate complaints in a timely fashion. It should be noted that the District wishes to know of any complaint alleging sexual harassment as soon as possible after it occurs.

It is unlawful for the District to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment or academic decisions, fail to treat impartially in the context of any recommendation for subsequent employment or decisions in regard to academic conditions or otherwise deny any employment or academic benefit to an individual because that individual has filed a complaint alleging harassment.

Efforts will be made to protect the privacy of parties involved in the complaint process and will be shared only on a need-to-know basis and will not be considered public record or otherwise available to the general public.

Tulare Joint Union High School District



Transgender and Gender Nonconforming students Ensuring Equity and Nondiscrimination DISTRICT GUIDE

Purpose: The purpose of this district guide is to advise schools regarding issues relating to transgender and gender nonconforming students in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

The guide does not anticipate every situation that might occur. It does offer suggested approaches to specific instances when the protections or the Safety of transgender and gender nonconforming students may come into question.

Definitions: The following definitions apply:

“Transgender students” refers to students whose gender identity is different than from their sex at birth, and whose gender expression is different from the way males or females are expected to look or behave.

“Gender identity” refers to one’s understanding, interests, outlook, and feelings about whether one is female or male, or both, or neither, regardless of one’s biological sex.

“Gender expression” refers to the way a person expresses her or his gender, through gestures, movement, dress and grooming.

“Gender Nonconforming Students” refers to students that have a gender expression that does not conform with stereotypical expectations, for example, “feminine boys,” “masculine girls,” and students who are androgynous. Another example might be the boy who comes to school in clothing that some might perceive as “girls,” or the girls that might be perceived as “boys”.

Note: The definitions provided are not meant to label a student but are intended as functional descriptors.

Guidelines: The following guidelines will be followed in the district:

Issues of Privacy:

All persons, including students, have a right to privacy; this includes keeping a student's transgender status private. Therefore, school personnel will not disclose a student's transgender status to others, including parents, and/or other school personnel, unless there is a specific "need to know."

Whenever discussing a particular issue such as conduct, discipline, grades, attendance, or health with a transgender or gender nonconforming student, focus on the conduct or particular issue, and not on any assumptions regarding the student's actual or perceived gender identity. When school personnel must contact the parents of a transgender or gender nonconforming student, "best practice" will dictate that the student should be consulted first to determine an appropriate way to reference the student's gender identity.

Official Records:

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil and the pupil's sex. The District will change a student's official records to reflect a change in legal name or gender that has been changed pursuant to a court order. If a student indicates to school personnel that he or she wishes to be addressed by a name corresponding to his or her gender identity, that name may be entered in the "Alias" field of Aeries. This will serve to inform teachers of the name to be used when addressing the student.

Names/Pronouns:

Students are to be addressed by a name and pronoun that corresponds to the gender identity that the students consistently assert at school. Students may request to be addressed by their "preferred name" (and preferred pronoun) that corresponds to their identity without obtaining a court order or without changing their official records. This reference guide acknowledges that inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur, but it does not condone an intentional and persistent refusal to respect a student's gender identity.

It is strongly suggested that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at conferences with the student's parents. In cases where students and parents may be in disagreement about the name and pronoun to be used at school, school administrators may refer families to appropriate outside counseling services.

Restroom Accessibility

Schools may maintain separate restroom facilities for male and female students. At the discretion of the school administrator, a student may be provided access to a restroom facility that corresponds to the gender identity that the student consistently asserts at school. If the student and administrator feel that there is a reason or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative restroom such as a single stall “unisex” restroom or the health office restroom. In all instances, decisions about alternative restroom use should be governed by the school administrator’s judgment concerning the safety and best interests of the student in question.

Locker Room Accessibility

Schools may maintain separate locker room facilities for male and female students. Schools may, however, provide a student access to a locker room facility that corresponds to the gender identity that the student consistently asserts at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:

1. Use of a private area (i.e., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor’s office in the locker room, or a nearby health office restroom).
2. A separate changing schedule (either utilizing the locker room before or after the other students).

Sports and Physical Education Classes

Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Participation in competitive athletic activities and contact sports are to be resolved on a case-by-case basis and follows CIF regulations.

Dress Codes

Dress code should be applied uniformly to all students. However, a transgender and/or a gender nonconforming student has the right to dress in accordance with the gender identity that the student consistently asserts at school, within the constraints of the school’s dress code, as it relates to health and safety (e.g. prohibitions on wearing gang symbols, regalia, and apparel).

Transferring a student to another school

School sites must ensure that transgender or gender nonconforming students are being provided a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence that threatens students is given immediate attention (i.e. investigating the

incident, and, if appropriate, determining and enforcing corrective actions). In general, schools should endeavor to keep transgender or gender nonconforming students at their school site.

Although the remedy or response to a transgender or gender nonconforming student who is being discriminated against or harassed should not be an “automatic” opportunity transfer to another school, the request for a school transfer shall follow all established district policies on Intra-district transfers.

Schools may not offer a transfer to another school on the inaccurate assumptions that a transgender or gender nonconforming student “should expect to be harassed,” or “has brought the harassment upon themselves by being open about their gender identity.”

Discrimination/Harassment

Complaints alleging discrimination or harassment based on someone’s actual or perceived transgender or gender nonconforming identity are to be handled in the same manner as other discrimination/harassment complaints.

The Tulare Joint Union High School District strives to provide a safe and secure environment at all sites. Staff and administrators will treat every student as the gender with which he or she identifies, protect the safety and privacy of all students, and aggressively combat all forms of illegal discrimination. The district will ensure to educate the school community of these guidelines.

GRIEVANCE PROCEDURE FOR HARASSMENT AND DISCRIMINATORY INTIMIDATION

PURPOSE:

To define the Tulare Joint Union High School District's policy on the prohibition and prevention of harassment and discriminatory intimidation in District employment and academic status or progress.

DEFINITION:

Harassment, as differentiated from sexual harassment, includes acts by one or more persons on another that repeatedly torment, pester, persecute, or otherwise persistently trouble to the point of causing extreme anxiety, frustration, anguish or fear of harm. These acts may be physically or verbally threatening as would be determined by a reasonable person's standard.

It is the intent of the District to provide a working and educational environment for all individuals which is free of harassment and discriminatory intimidation whether based on race, color, religion, sex, age, national origin, handicap or veteran status. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act.

The District will not condone, permit or tolerate harassment or discrimination against employees or students in any manner whatsoever. Persons engaging in such harassment or discrimination may be subject to discipline up to and including discharge or expulsion.

The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of harassment or discriminatory intimidation, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The District acknowledges and respects student and employee rights to privacy. Harassment and intimidation complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential, except to the extent necessary to carry out the investigation or proceedings as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The District recognizes that informal conferences can often lead to an early compromise agreeable to all parties in a dispute. Whenever all parties to a complaint agree to try resolving their problem through an informal process, the Superintendent or designee shall determine the process before beginning a formal compliance investigation.

The procedure for filing and investigating complaints is as follows:

Step 1 - Filing of Complaint:

Any individual, public agency or organization may file a written complaint of alleged intimidation or harassment. The complaint shall be presented to the Superintendent or designee,

who will then give it to the administrator assigned to complaint investigations. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint.

Complaints alleging unlawful discriminatory intimidation may be filed by a person who alleges that he/she personally suffered unlawful discriminatory intimidation or harassment, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discriminatory intimidation or harassment. The complaint must be initiated no later than six months from the date when the alleged intimidation occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation:

Within ten days of receiving the complaint, the investigating administrator shall informally discuss with the complainant the possibility of an informal meeting between the complainant and the employee named in the complaint. If all parties agree to meet, the investigating administrator shall make all arrangements for this process.

If the informal process does not resolve the problem within the parameters of law, the investigating administrator shall proceed with his/her investigation of the complaint.

Step 3 - Investigation of Complaint:

The investigating administrator shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful, informal attempt to resolve the complaint. This meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the investigating administrator and the complainant may ask other individuals to attend this meeting and provide additional information.

When the investigation is completed, the findings will be communicated to the complainant. If not satisfied with the results of the investigation, the complainant will be told of his/her right to bring harassment or discriminatory intimidation cases before the Department of Fair Employment and Housing or the Board of Trustees in closed session.

Tulare Joint Union High School District
Alternative Education High Schools
Dress and Grooming Policy

Administrative Regulation 5132(a)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

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

In addition, the following guidelines shall apply to all regular school activities:

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency, safety, and good taste as deemed appropriate by school administration.

1. Footwear must be worn at all times
2. Any apparel, jewelry, accessory, notebook, backpack, or manner of grooming, which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in gangs, advocates drug use, violence, disruptive behavior or is offensive is prohibited. A behavior contract is enforced based on gang associated activities.
3. Caps and hats are not permitted on campus. From November 1st to March 1st, beanies will be allowed outdoors and must be:
 - Free of designs other than district/school logos
 - Free of any gang affiliation
 - Free from advocating any alcohol, drug, or tobacco product

Any beanie not deemed appropriate by a school administrator will be confiscated.

Upon approval by site administration and for sun protection, students are allowed to wear a full brim hat that is constructed of cotton or canvas material, capable of being folded up while in the classroom. These hats must be:

- Free of any type of logo or writing
 - Solid white or khaki color
 - Removed upon entering building
4. See-through, bare midriff, fishnet blouses, spaghetti strap tops (straps must be one (1) inch or wider), low cut, revealing tops, muscle shirts, strapless tops, off the shoulder and undershirts are prohibited. Shirts cut low under the arm will not be acceptable. No student may wear clothing that contains words that are suggestive or has suggestive

- double meanings of lewdness, obscenity or vulgarity. Clothing advertising alcohol, drug or tobacco products is prohibited.
5. The length of shorts must be within the bounds of decency and in good taste as appropriate for school. All shorts, skirts, and skorts must reach mid-thigh. Biker shorts shall not be worn as outer garments.
 6. Any clothing, hairstyle, piercings, or styles of dress that may cause a threat, have a negative effect, or disrupt the educational process will not be permitted.
 7. Shirts must be worn at all school activities including sporting events. Bare midriffs will not be allowed.
 8. No baggy or sagging clothes are permitted. Pants must fit at the waist, hips, crotch and thighs. Belts must be tucked into the pant loop. No inappropriate holes or frays will be permitted.
 9. Bandannas are not allowed at school or at school-sponsored events.
 10. Towels, T-shirts, folded shirts or any other clothing article cannot be worn around the neck, draped over the shoulder, or hanging from the pocket.
 11. Heavy chains that may pose a danger are prohibited.
 12. Sports jerseys are not allowed on campus other than those with district/school logos effective 2014-2015.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

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

(cf. 5121 - Grades/Evaluation of Student Achievement)

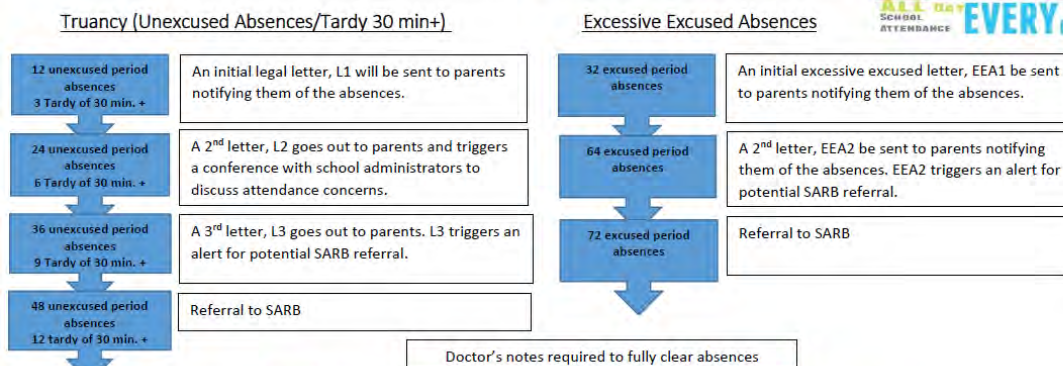
The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

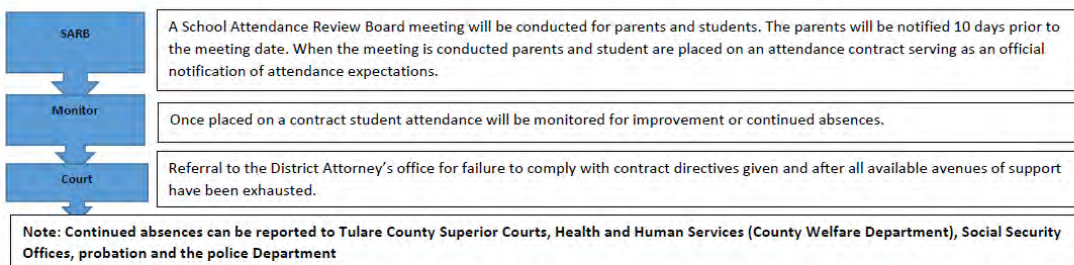
At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

TJUHSD Attendance/SARB Process for Parent:



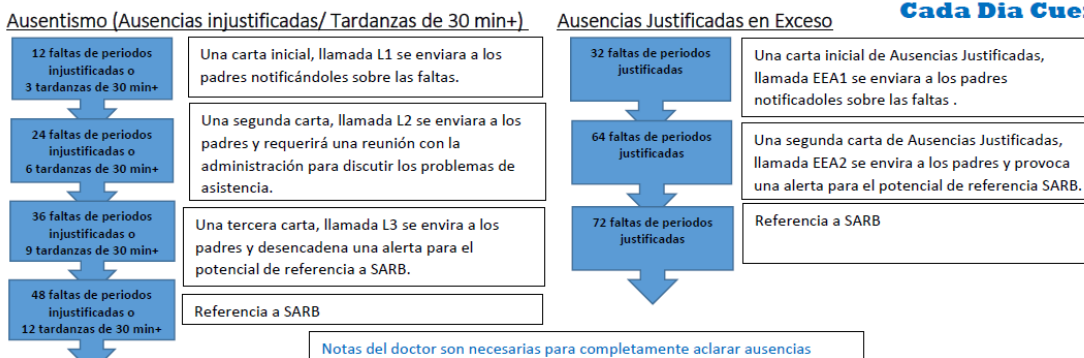
Student Attendance Review Board (SARB) Process



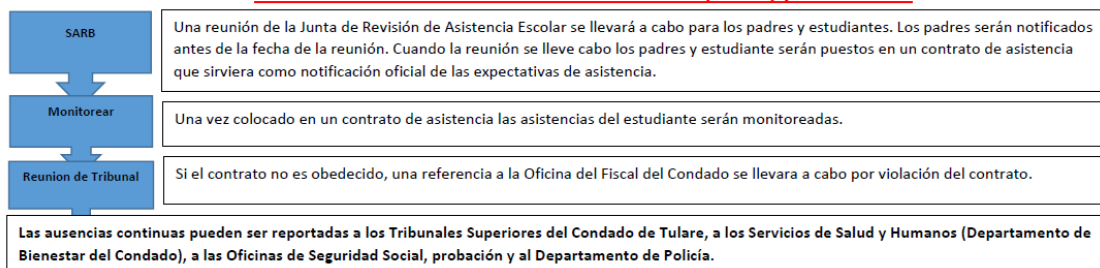
All Absences Subject to the California Department of Education Ed Code Laws

Ed Code. 48263. If any minor pupil in any district of a county is a habitual truant, or is irregular in attendance at school, as defined in this article, or is habitual insubordinate or disorderly during attendance in school, the pupil may be referred to a school attendance review board or to the probation department for services if the probation department has elected to receive these referrals.

TJUHSD Asistencia/Proceso de la Junta de Asistencia Escolar (SARB) Para Padres



Proceso de la Junta de Asistencia Escolar (SARB) para Padres



Todas las ausencias están sujetas a las Leyes Del Código Educativo del Departamento de Educación de California

Código Ed. 48263. Si cualquier alumno menor en cualquier distrito de un condado es un ausente habitual, o es irregular en la asistencia a la escuela, tal como se define en este artículo, o es habitual insubordinado o desordenado durante su asistencia a la escuela, el alumno puede ser referido a una escuela junta de revisión de asistencia o al departamento de libertad condicional para servicios si el departamento de libertad condicional ha elegido recibir estas referencias.

Safe Ingress and Egress Procedures

Safe Ingress/Egress of Pupils, parents, and school Employees

Safety of students, parents, and school personnel begins with the access to the school site. The following District rules have been instituted to support a safe environment for all:

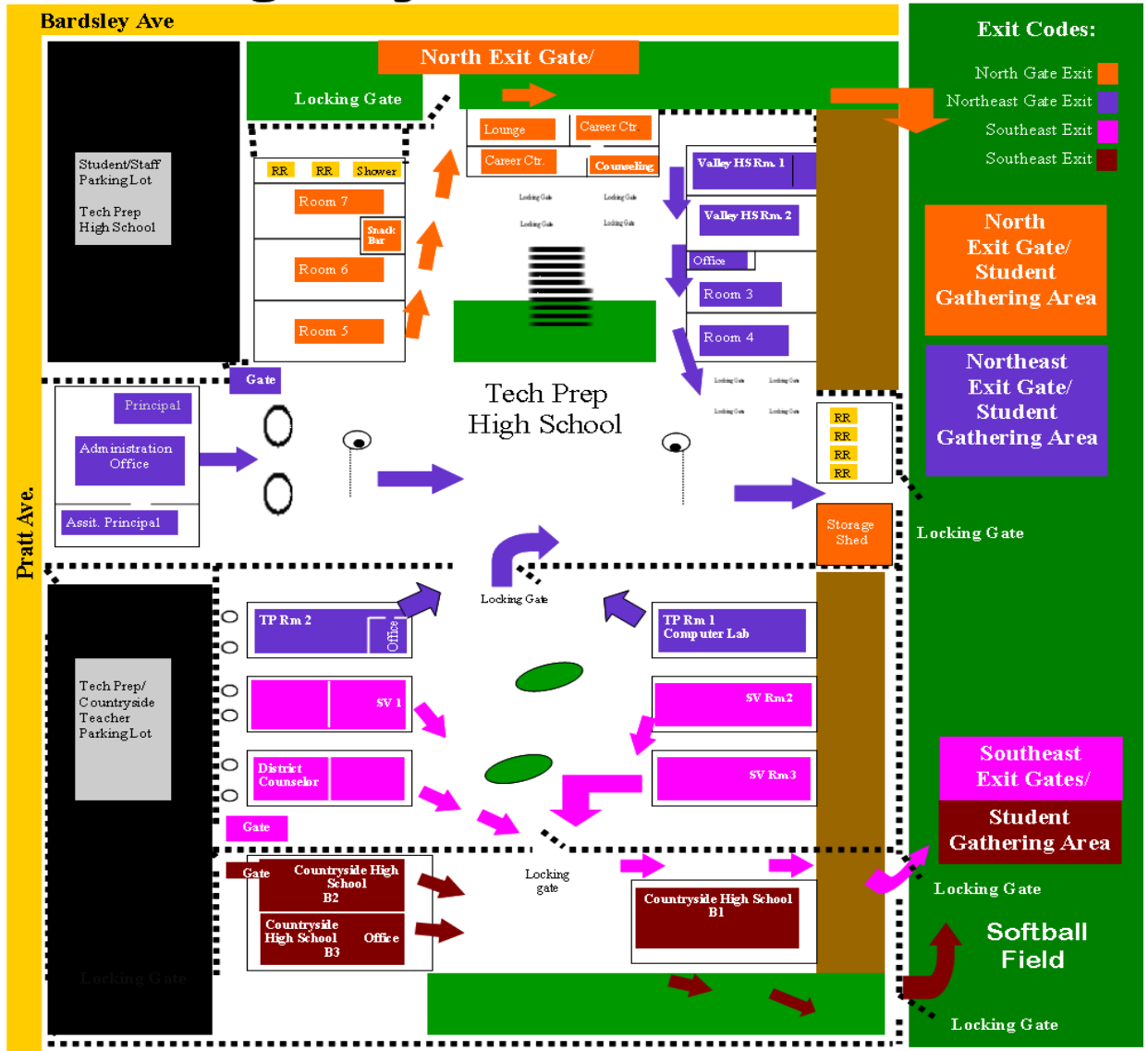
- All visitors entering our campus are to sign in at the school office.
- All students are to exit and enter vehicles at the designated areas.
- Tech Prep High School is a Modified Closed Campus. Freshmen and sophomores shall remain on campus during lunch. In order for juniors and seniors to receive off-campus privileges during lunch, students must meet the following requirements:
 - Juniors:** During Junior year have accumulated 100 units by the beginning of the first semester; or 130 units by the beginning of the second semester.
 - Seniors:** During Senior year have accumulated 140 units by the beginning of the first semester; or 180 units by the beginning of the second semester.

As an alternative to the above and only available to students at TPHS, off campus privileges can also earned by receiving all eligible course credits in a grading period. For example, if a student does not have the required credits to go off campus for lunch at the start of a semester, but earns two credits per course at the end of a grading period, he/she may be eligible for off campus lunch privileges the next grading period.

Parents have the right to revoke off campus lunch privileges any time they feel necessary

Students are not to leave the school campus unless they are being picked up by a parent or authorized person whose name appears on the student's emergency card on file in the school office/on Aeries, or unless a notification is given by the parent in writing. Acceptance of a facsimile with the parent's signature may be approved by the school administration in an emergency.

Emergency Evacuation Plan



Emergency Procedures

Lockdown :

1. 1. The principal/designee will signal a school-wide lockdown – you will hear an emergency siren.
2. 2 All students are to be brought inside a building or a classroom.
3. 3 Shut and lock door when it is no longer safe to keep open.
4. 4 Remain in the classroom and do not open the door until instructed to do so by police or principal/designee.
5. 5 If evacuation is necessary we will follow fire drill procedures to exit campus.

Disaster Drill:

1. 1. Drop, cover, and hold.
2. 2. Remain in this position until fire bell rings and then exit classroom.
3. 3. Students may be told to leave campus immediately by their normal mode of transportation or we may evacuate campus by following fire drill procedures. The decision to send students home is made by the District Office and is directly related to the severity of the emergency.

Fire Drill:

1. When the alarm sounds, all students are to evacuate the room.
2. Teachers are to count students, take roll book, leave room and close door.
3. Exit campus via designated gates and proceed to safe areas as instructed. Take roll.
4. Remain in safe area until instructed to return to class by principal/designee.

Ensuring a Safe and Orderly Environment: School Climate

At the Alternative Education High School, we take great pride in having a safe and secure campus. Here are a few guidelines regarding school safety that all Alternative Education High school students are expected to follow:

Any kind of threat made on our campus by anyone, either verbally or in writing, will be considered a serious issue. Both the school and the police will become involved in the case. The admin team will utilize the Threat Assessment model to determine what kind of threat was made, the seriousness of the threat, the validity of the threat, and what necessary steps should be taken next. If necessary, the student will be suspended from school and the situation investigated for possible expulsion from the school district. Threats of any kind have no place on our campus.

It is against the criminal law and school law to bring any kind of weapon to school. This includes any kind of knife. The education code allows a student to be expelled from school for bringing a weapon or any kind of dangerous object onto a school campus, if other means of correction cannot be successful. Expulsion will occur if a weapon or any dangerous object is found in the student's possession, in their backpack, in their locker, or in their car parked on campus. Any student who is found to be in possession of a weapon or other dangerous object(s) will be arrested by the police.

We advise students not to jeopardize themselves or their education by violating either of these two guidelines.

We also ask for assistance and cooperation by communicating to a staff person if students hear or see anything that could threaten the safety of others on campus.

With everyone working together, our goal is that Alternative Education High Schools will continue to maintain a safe and secure campus.

School Climate Data Analysis

Priority Area	Data Source	Justification
Priority One Gang Awareness/Prevention	Climate Survey Staff Observations Referrals Suspensions	Gangs are prevalent in Tulare County and in Tulare County, schools and gang awareness and prevention have become a priority. Our goal is to keep the influence of gangs out of the Alternative Education schools, to keep students safe, and to create positive experiences for all students. All staff must realize the many reasons students join gangs and come up with prevention strategies, programs, and services.
Priority Two Bullying Awareness/Prevention	Staff Observations Counseling referrals Aeries Data	Creating and maintaining a safe learning and social climate at Alternative Education schools is crucial in ensuring all students have an equal opportunity for success. Bullying affects students' lives inside and outside of school. With the pervasiveness of technology, bullying is becoming more prevalent and harder to prevent.
Priority Three Drug/Alcohol Awareness Prevention	Counseling referrals Suspensions Expulsions Turning Point YSB	Statistics show that there is a high rate of teens involved in drugs and alcohol. Our goal is to keep students involved in curricular and extracurricular activities to develop a strong sense of pride, school ownership, and self-worth to deter the involvement in drugs and alcohol in student lives.
Priority Four Strengthen student self-respect, student relationships to school and staff, (i.e. school spirit, school ownership, positive relationships, eliminating apathy).	Staff Observations Student involvement Character Counts Attendance data School wide activities, PBIS-Positive Behavioral Interventions and Supports training.	Studies show a reduction in dropout rates and student success increases when students have positive relationships with staff and take ownership of their school. Reducing violence is also be accomplished by creating an atmosphere of mutual respect and student respect and through good facilities and resources. Providing students with activities to get involved, increases positive experiences for the high school student. A PBIS team has been created to create, develop, and implement a comprehensive program.

School Climate Action Plan

School Climate

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus. : Develop a gang prevention model to be used by school staff and members of the community involve in the school to reduce gang activity on campus. (SSICA)

Objective One: Reduce the number of students affiliated with gangs and reduce incidents relating to gang activity by 10% by the end of the 2019-2020 school year with the intention of reducing the incidents every year.

Activities: Implementing intervention and prevention programs such as SSIP program talking to students, and SRO meeting with students. Creating an effective, consistent strategy that staff is familiar with and uses to combat gang involvement. In addition, creating staff gang awareness the staff will take more of a vested interest in gang members in hopes of creating positive relationships and reducing gang involvement. Increasing parent awareness about gangs through presentations and information that can help parents at home, and the community, in prevention, especially if their child is affiliated.

Goal Two: To create a bully and harassment free school.

Objective Two: By analyzing results from student surveys: Olweus Bully Survey conducted at the beginning of the 2012 and the Healthy kids Survey taken at the end of the 2016 school year, a significant increase in the feelings of student safety was measured.

Activities: Bully awareness and training of staff, the identification of a bully and the immediate intervention, counseling services, creating a way for students to anonymously report harassment, and creating student awareness through rallies, self-esteem builders, and coping skills. Implementation of Sprigeo software to report bullying from computer (internet) generated reports. A commitment by Alt-ed. administrators to follow-up with all Sprigeo reports in a timely manner. School counselor leads the campus through an Anti-Bullying week.

Goal Three: Drug/Alcohol Awareness and prevention

Objective: To reduce the amount of drug and alcohol related incidents at Alternative Education High School by the end of the 2019-2020 school year.

Activities: Alternative Education High School will utilize services of Turning Point to help speak to students who have had drug and alcohol related incidents as well as students who are identified as being at risk of using drugs and alcohol. The district has contracted with Interquest, a canine-search company that comes on campus and randomly searches for drugs and alcohol among other items. Alternative Education High School has attempted to increase the communication between outside agencies and stakeholders like the boys/girls club and the community youth center, to provide students with opportunities for activities after school.

Goal Four: Strengthen student self-respect and student relationships to school and staff.

Objective: To provide numerous opportunities for students to get involved in school, build relationships with other students and staff, and to take pride in their campus.

Activities: Alternative Education High School begins Back to School Night. Staff is always willing to make connections with students outside of class by participating in Staff vs. Student competitions, Basketball, Volleyball, Softball games and much more. A PBIS – Positive Behavioral Interventions and Support team have been created at the Alternative Education High School. This team includes an administrator, counselor, teacher, special education teacher and school psychologist. This team of five have been participating in trainings and is working with the staff at Alt-Ed to create, develop, and implement and a comprehensive system of working with students on discipline issues.

The theme for this system is Tech Prep, Keeping it “R.E.A.L.” R= Respect, E= Engage, A= Achieve, L= Learn.

Countryside High school’s theme is P.A.W.S.

P.A.W.S. stands for:

Personally Geard

- By being organized, prepared , and self-directed with understanding the requirements of the work world
- By being independent thinkers, decision makers and problem solvers.
- By identifying career goals and creating a plan to attain them.

Academically Sound

- By reading, comprehending, writing, speaking, and listening to the very best of their abilities in all required curriculum areas and having skills necessary to pass state exams
- By understanding the direct correlation between attendance and academic performance.

Well Rounded

- By understanding how to maintain personal health and fitness
- By evaluating personal values and ethics
- By performing necessary tasks for daily living

Socially Aware

- By respecting the rights and opinions of others in a multicultural and socially diverse society
- By respecting personal boundaries, upholding the law, and abiding by rules and regulations
- By developing decision-making and problem solving skills in order to work cooperatively with others.

Action Plan

School Climate

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: Reduce the number of students affiliated with gangs and reduce incidents relating to gang activity by the end of the 2019-2020 school year with the intention of reducing the incidents every year.

Goal Two: To create a bully and harassment free school.

Objective Two: By analyzing results from student surveys and SPRIGEO reports at the end of each school year.

Goal Three: Drug/Alcohol Awareness and prevention

Objective: To reduce the amount of drug and alcohol related incidents at Alternative Education High School by the end of the 2019-2020 school year.

Goal Four: Strengthen student self-respect and student relationships to school and staff.

Objective: To provide numerous opportunities for students, get involved in school, build relationships with other students and staff, and to take pride in their campus.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Turning Point/YSB Counseling	Weekly	Joleen	Alcohol Prevention Funding/Student Funding	NA	Ongoing
Comprehensive Plan/Strategy	Annual	Richard Torrez	N/A	Staff is currently exploring preventative strategies	Ongoing
Advisory Group	Quarterly	Richard Torrez	N/A	Partnership area stakeholders	Ongoing
Staff Awareness	Monthly	Richard Torrez	N/A	Continuous updates and awareness of student gang involvement	Ongoing
Student Surveys	Each Spring	Liz Rocha	N/A		Yes
Bullying/Harassment awareness education for students	Annual	Liz Rocha	Safety Grant	District Wide	Ongoing
Academic Counseling Services	Daily	Liz Rocha	N/A	N/A	Ongoing

Sprigeo	As needed	Richard Torrez	Safety Grant	Sprigeo Website/reports	Ongoing
Interquest Company	Random Visits	Richard Torrez	District	Random Searches	Ongoing
Staff Interaction w/students	Daily	Steve Ramirez, Liz Rocha, Richard Torrez	N/A	N/A	Ongoing
PBIS Positive Behavioral Interventions and Support	Daily	PBIS Team	PBIS Grant	N/A	Ongoing
Youth Mental Health First Aid	Implemented Spring 2017-2018	Susan Meadows	Mental Health Grant	Educating parents on mental health issues and behavior issues	Ongoing

Ensuring a Safe and Orderly Environment: Physical Environment

At Alternative Education Schools, we take great pride in having a safe and secure campus. Listed below are areas that Alternative Education School implements to ensure safety on the campus:

- Alternative Education School has annual inspections of the physical plant. Maintenance reports of all infrastructure is up to date with state and federal regulations.
- Alternative Education School has 28 working surveillance cameras to monitor campus safety, with four desktop video monitoring stations.
- Administration, Campus Supervision, Police Officer, Security Guard, Attendance Clerk, Counselor and teachers have 10 + hand held two-way radios with 1 base stations to communicate any issues regarding safety, monitoring, or maintaining the campus.
- Alternative Ed has a full-time security guard to monitor the campus throughout the school day.
- Alternative Education School has a full-time SRO on campus to assist administration, and work pro-actively with students to make good choices.
- Alternative Education School has a campus supervision team that helps monitor the campus throughout the school day. This team includes administrators, SRO, and teacher.
- Alternative Education School is training all staff members that participate in campus supervision in Crisis Prevention Intervention Training through the Tulare County Office of Education.
- All staff members of Alternative Education School participated in Active Shooter Training with the Tulare Police Department. This training consisted of a “classroom” presentation of what to do in the event of an active shooter, as well as a hands on “walk of the campus” to discuss a variety of scenarios involving shooters on campus.
- Alternative Education School has adjusted student access to the campus in the morning. Students may access the campus via the front gate near the parking lot. The entrance gate is monitored by Administration and visitors are allowed/buzzed on to campus once all gates are secured/ locked after morning bell ring. Students/visitors are allowed access through the front gate after they are visually recognized via video through the administrative office.
- Scan Student Identification Card Authorization (SSICA) program continues to being implemented to monitor student off campus & transportation privileges. All student are checked with a hand held metal detector prior to entering campus. Students who do not have the appropriate number of credits or are a discipline issue are not allowed off campus during lunch. An administrator stands at the front gate during lunchtime.

We also ask for assistance and cooperation by all stakeholders of Alternative Education School campus to communicate any defects or issues they may see to administrative staff that could threaten the safety of others on campus. With everyone working together, our goal is that Alternative Education School will continue to maintain a safe, secure campus.

Physical Environment

Action Plan

Goal One: To create an aesthetically pleasing campus that will increase student ownership and reduce incidents of violence, encourage school spirit and pride, and where students feel safe and respected.

Objective One: By the end of the 2019-2020 school year, ideas will be generated and a plan will be in place to create a more aesthetic, student centered campus.

Activities: Get students involved in creating, designing, and implementing a program that promotes school pride through activities that, increase campus cleanliness, bathroom cleanliness, and student traffic throughout the day.

Goal Two: Administration, Counseling will continue to use SSICA to scan students in and out of campus when they are tardy, when they leave for lunch, and when they return late to school after lunch.

Objective Two: Implement Scan Student Identification Card Authorization (SSICA) to monitor and reward student behavior

Activities: Administration and teachers will scan student ID cards to track goal oriented and targeted behavior.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Community service hours	annually	Richard Torrez	N/A	N/A	Ongoing
Use Scan Student Identification Card to monitor attendance, tardies, and behavior.	Spring 2019	Steve Ramirez, Richard Torrez	District Safety	N/A	Yes

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Campus Beautification and Recycling Program	Fall 2019-Spring 2020	Mr. Torrez Mrs. R Saucedo	N/A	N/A	Ongoing
Restroom & Cafeteria Cleanliness	Fall 2019-Spring 2020	TP/CHS staff	N/A	N/A	Ongoing

Policies and Procedures

Policy/Procedure	Compliance Y/N	Comments	Next Steps
Child Abuse	Y	Follow county regulations and board policy.	Report to Tulare County CPS. File written report.
Disaster/Crisis/ Earthquake	Y	Conduct disaster drills. Monitored by Tulare Police and Fire Department.	Continue drills annually.
Suspensions and Expulsions	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Notification of Dangerous Pupils	Y	Receive information from county probation agencies.	Continue to adhere to rules and regulations annually.
Discrimination and Harassment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Dress Code	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe Ingress and Egress	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe and Orderly Environment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Rules and Procedures on Discipline	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Hate Crimes/Bullying Reporting	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Graduation and Attendance	Y	Follow Attendance and graduation policies	Continue adherence annually

Evaluation of Action Plan

Effort and Process:

- Number of staff, students, families and others involved
- Number of hours
- Number of meetings

Impact:

- Reductions in:
 - School Crime
 - Suspensions
 - Expulsions
 - Referrals
 - Truancy
 - Negative perceptions
- Increase in:
 - Academics
 - Attendance
 - Positive climate
 - Positive outcomes

Appropriate Programs and Strategies that Provide School Safety

Alternative Education High School safety program involves a wide range of administrators, counselors, teachers, and school staff that support the safety and welfare of all students.

Alternative Education Safety Staff:

Steve Ramirez, Principal
Richard Torrez, Assistant Principal
Liz Rocha, Head Counselor/Behavior specialist
Susan Meadows-District Psychologist
Lizbeth Lopez, Principal Secretary
Teri Rhyman, Attendance aide
Joe Echevarria, SRO – Tulare Police Department

Campus Supervision Team (teachers):

Richard Torrez (Head of Supervision Team)
Silvia Saucedo- Staff
Joe Echevarria- SRO
Teri Rhyman- Attendance Clerk
Liz Rocha- Counselor
Vince Quintero- Campus Security officer

Other Staff:

Joleen- Turning Point Counselor, Frank Bejar- SSIP, Dominique Acevedo- TYSB

Safety procedures: Addressed and implemented every school year & throughout the school year. The Campus Police Officer works with school administration, counseling, and the Campus Security Team to monitor and enforce school rules and regulations, which includes supervision before school, breaks, lunch, and after school. Radios and school PA systems are utilized to ensure immediate communication with teachers, students, and staff at Alternative Education High School.

Administration and Counseling will address issues on a student-by-student basis and work to promote safety of academic success at Alternative Education High School. Duties include monitoring and reinforcement of the requirements of school academic progress and school behavior.

If students need further assistance with behavior or issues, the District Psychologist, outside counseling, and C.A.S.T and S.S.I.P. programs are used.

If counseling, discipline and intervention methods do not assist students on campus, referrals are be used to transfer students to additional support programs

Students are required to carry a Student Identification Card at all times to purchase food, to be allowed to leave campus, to use the bus to be shuttled to other campuses in the district, and to attend school activities that occur after school hours.

Visitors that come to the Alternative Education campus must check in with the receptionist, sign a register, and given an identification tag with their name on the tag.

SUPERVISION TEAM 2019-2020

BEFORE SCHOOL:	Richard Torrez, Front gate/entrance, Vince Quintero Security Guard Campus observation SRO Joe Echevarria Campus observation
BREAK:	Steve Ramirez, Center Quad area Liz Rocha, Front of counseling office David Rodriguez Security Guard, Restrooms/ Bench Richard Torrez, Roaming Teri Rhyman, Food line SRO J. Rocha
LUNCH:	Steve Ramirez, Front Gate Liz Rocha, Front of counseling office SRO Joe Echevarria, Campus observation Richard Torrez, Campus observation, roaming Teri Rhyman, Food line Silvia Sausedo, Lunch Room #7
AFTER SCHOOL:	Steve Ramirez, Bus area/parking lot Liz Rocha, Bus area/parking lot Vince Quintero, Security Guard, Bus area/parking lot Richard Torrez, Bus area/parking lot Silvia Sausedo, Bus area/Parking SRO Joe Echevarria, Bus area/Parking

1. General Supervision
2. Watch for potential problems
3. Make sure students keep their area clean
4. Lunch/Break area Duty—have students clean up after themselves
5. Watch what you say on the radios.
6. **Please be on time:** IF YOU ARE ABSENT, notify Admin Secretary Lizbeth or Mr. Torrez

FIREARMS ON SCHOOL GROUNDS (continued)

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Regulation
approved: June 23, 2016

TULARE JOINT UNION HIGH SCHOOL DISTRICT
Tulare, California

Discipline Procedures

Tulare Joint Union High School District

Discipline Code Summary

GENERAL AIMS

This summary of the revised Discipline Code of the Tulare Joint Union High School District is given to all of our parents and students. We want to make certain that students, parents and staff understand that school regulations governing discipline are based on written rules. Each staff member of the Tulare Joint Union High School District who works with students and parents has been given the opportunity to read and understand these rules and regulations.

This Discipline Code clearly spells out unacceptable actions by students against persons or property. It is also designed to protect the constitutional rights of students. In recent years the courts have emphasized the constitutional principle that students do have certain rights when they attend our schools. Such rights include freedom of expression, speech, and equal educational opportunity. Along with these rights come additional responsibilities on the part of the students. The staff of the school system will work with the students to help them understand their rights and responsibilities and to grow to maturity with additional respect for fairness, justice and truth.

When students are suspended or expelled from school or school activities, we take this action to protect the physical safety of other students or staff or to ensure that classroom instruction is continued without interference. The general safety, well-being, and educational goals of all students must be considered along with the rights and responsibilities of each individual.

Before a student can be suspended, a hearing by local school officials must be given to each student who has been accused of violating the Discipline Code. Parents or guardians must be notified by mail stating the specific acts for which the suspension was ordered. The parents will be invited to the school to discuss the matter.

California law permits suspension from school and school activities for a period of five days, except while waiting for action by juvenile court or the Board of Trustees, when time may be extended.

In expulsion cases, a full hearing is given to each student. This is held before a panel of administrators and teachers appointed by the Board of Trustees. The facts of each case are carefully reviewed in this hearing and findings from the administrative panel are presented to the Board of Trustees in executive session with a recommendation. Final action is taken by the Board of Trustees in open session.

The complete Discipline Code with its supporting data is a very long document. Copies are kept at each school and may be examined there by patrons and students. It is our hope that these rules and regulations will help our schools to carry on in the best tradition and without interrupting their main function - that of giving each student the best education possible. The complete California Education Code may be secured on the web at www.cde.ca.gov.

EXPECTED STUDENT BEHAVIOR

The Board of Trustees of the Tulare Joint Union High School District, in support of public education and the exercise of general supervision of the secondary schools of the District, believes that the conduct of students attending the high schools must establish an educational climate conducive for the furtherance of educational opportunities for youth and the promotion of learning.

To assure this aim, the people of the State have empowered local boards of education to regulate student conduct.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (E.C. 35291)

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (E.C. 48908)

There is a place and an appropriate educational program in our schools for every student interested in pursuing an education. The law requires attendance of youth between certain ages and the public has, through numerous legislative enactments, expressed its will that educational opportunities shall be provided for all.

RULES AND REGULATIONS

The following conduct is not permitted. Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, provided that a pupil may be suspended for any of the reasons enumerated in E.C. Sections 48900 (a-s), 48900.2, 48900.3, 48900.4, 48900.7, 48901.5 and sections of 48915 upon a first offense.

a) The principal may recommend a pupil's expulsion for any of the acts enumerated in Section 48900 and in sections of E.C. 48915.

b) Upon recommendations by the principal or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated E.C. Sections 48900 (a-s), 48900.2, 48900.3, or 48900.4, 48900.7; and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others and that other means of correction are not feasible. The governing board shall order expulsion for violation of E.C. 48915 (c-1) to (c-5).

CAUSES FOR DISCIPLINARY ACTION

VIOLATIONS RELATING TO PERSONS

ABUSE / HARASSMENT, THREATS OR INTIMIDATION (physical or verbal attack on district employee or student) (E.C. 44810, 48900 (a)(1), (a)(2), 48900 i and o, 48900.4, 48900.7; P.C. 71)

ASSAULT AND BATTERY (assault or battery upon another student or upon school personnel; threat of force or violence toward school personnel, at any time or place related to school attendance or functions) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), 48915 (c-2), (a-1), (a-2), (a-5); P.C. 240-243, 245)

BUS CONDUCT (continued disorderly conduct or persistent refusal to submit to authority of the driver) (C.A.C. 14103)

DEFIANCE, DISRESPECT, ETC. (insubordination or defiance toward school employees, either in language or action) (E.C. 48900 k; 48908)

ELECTRONIC LISTENING OR RECORDING DEVICE (It is the students' responsibility to make sure that all devices, including cell phones, are turned off and secure during the official school day. use of all electronic communication devices, without prior consent of the principal, is prohibited. (E.C. 51512, 48901.5)

EXTORTION / ROBBERY (taking possessions from another person by threat or force) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), e and g, 48915 (a-4); P.C. 240, 241, 524)

FIGHTING (involvement in fighting either in groups, gangs, or as an individual on school premises or elsewhere under authority of school personnel) (E.C. 32210, 44807, 44810, 48900 (a)(1), (a)(2), 48915 (a-1))

FORGING (forging notes, signatures, excuses or other school documents) (E.C. 48900 k; P.C. 470)

GAMBLING (any betting, gaming played with cards, dice, coins, or other items of value is prohibited) (P.C. 330)

HAZING / HATE VIOLENCE (committing any act that injures, degrades, or disgraces any fellow student or person attending the institution) (E.C. 32050-32051; 48900 q; 48900.3; 233) (Ref. 610R Admin. Code and AB 1785. See definition of hate violence in KHSD Discipline Code)

KEYS (illegal possession, unauthorized use or duplication of keys to school buildings or premises) (P.C.469)

RECEIVING STOLEN PROPERTY (knowingly received stolen school property or private property) (E.C.48900 l)

SECRET CLUBS (membership on school campus prohibited) (E.C. 48900 k)

SEXUAL HARASSMENT / ASSAULT (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting)(E.C. 48900.2, 212.5, 48915 (c-4))

STEALING (stealing school property or from persons while on school property or at school sponsored events) (E.C. 19911, 35291, 44807, 48900 g; P.C. 484-485)

TARDINESS / TRUANCY (late to class; missing class(es) illegally) (E.C. 48260-48262)

VEHICLES (failure to observe posted traffic and parking regulations) (V.C. 21113, 42001)

OTHER OFFENSES (serious infractions of behavior standards, not identified above, inimical to the welfare of the school, including buildings, property, staff, students or other personnel during the school day or while in attendance at school functions) (E.C. 48212, 48900 (a)(1) to 48900 o, 48915)

VICTIMS OF VIOLENT CRIMES

Victims of violent crimes, while in or on school grounds, will have the option of an intra-district transfer. Incidents will be reviewed on a case by case basis to determine whether a student is the victim of a violent offense as provided for in the California *Penal Code*.

VIOLATIONS RELATING TO STUDENT DRESS

The District believes that appropriate dress and grooming contribute to a productive learning environment. 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 interferes with the educational process. Clothing and personal adornment styles change frequently and any "dress code" which explicitly defines acceptable school wear quickly becomes outdated. Therefore, Tulare Joint Union High School District school administrators have utilized the following general guidelines to make case by case judgments regarding appropriateness of school attire.

GUIDELINES

DISRUPTIVE CLOTHING / ADORNMENTS (Any clothing or adornment which causes reactions by other students causing the teacher to lose the attention of the students, to modify or cease instructional activities, or to deal with student confrontations or complaints.)

SLOGANS, ILLUSTRATIONS (Slogans or illustrations which promote the use and/or glorification of drugs, alcohol or tobacco are not acceptable. Profane, vulgar, racial, ethnic or sexist slogans or illustrations on articles of clothing also are not acceptable.)

REVEALING APPAREL (Any see-through apparel or attire which does not cover undergarments is not acceptable.)

DANGEROUS ATTIRE (Attire which may be used as a weapon may not be worn -- e.g.: steel-toed boots, chains, items with spikes or studs.)

"COLORS" (The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes or advocates membership in a group or gang which advocates drug use, racial or ethnic disharmony, or which advocates violence or other disruptive behavior, is prohibited.)

UNSAFE APPAREL (Any attire or adornment which creates a safety hazard for the wearer or others is prohibited. Included within this criteria is the expectation that all students will wear shoes.)

SPECIFIC CLOTHING REQUIREMENTS (Specific learning activities in shops, labs, on-the-job training in business/industry, or co-curricular activities may have additional clothing and appearance regulations.)

CLEANLINESS (All clothing should be reasonably clean.)

CONSEQUENCES OF DRESS AND GROOMING VIOLATIONS

First Violation - Home contact and the violator will be requested to change clothing, hairstyle or cosmetic.

Second Violation - Home contact and alternative to suspension or suspension if student refuses alternatives.

Third Violation - Home contact and suspension.

VIOLATIONS RELATING TO STUDENT EXPRESSION

LEWD OR LASCIVIOUS ACTS (engaging in or performing lewd or lascivious acts on school grounds or at school sponsored activities) (P.C. 314)

PROFANITY / VULGARITY (continual or habitual use of profanity or vulgarity) (C.A.C. 300; E.C. 48900 I)

VIOLATIONS RELATING TO CAMPUS DISTURBANCE

FALSE FIRE ALARMS (willfully tampers with any fire alarm equipment or deliberately sounds a false fire alarm) (E.C. 48900 k; P.C. 148.4)

LOITERING (persons on school premises unlawfully) (P.C. 653 g)

PICKETING (persons posted to affect the school) (P.C. 407, 409)

SIT-INS, WALK-ONS, ETC. (violations of rules governing lawful assemblage on school grounds or at school events; failure to disperse) (P.C. 407, 409, 416, 420 j, p, 626.2, 626.4, 626.6, 626.8)

TRESPASSING / FORCED ENTRY (trespassing or forced entry with respect to school buildings or school events) (E.C. 32210, 44810; P.C. 902 p, 626.8)

UNAUTHORIZED VISITORS (persons who come into any school building or onto any school ground or adjacent areas without lawful business thereon) (E.C. 44810; P.C. 626.8, 647 b, 653 g)

VIOLATIONS RELATING TO PROHIBITED ITEMS

ALCOHOL / INHALENTS (use or possession on school campus or at school sponsored events) (B. & P.C. 25608, 25658, 25662; C.A.C. 14251; E.C. 48900 c, 48915 (a-3); P.C. 647 e)

CHEMICAL SPRAYS (possession of or use of any chemical weapon) (E.C. 48900 b; P.C. 12403.7 (4))

DRUGS / NARCOTICS (use, possession or sale of narcotics or other hallucinogenic drugs or substances or any other controlled substances on school grounds or elsewhere under the authority of school personnel) (E.C. 48900 c, 48915 (a-3), (c-3); H. & S. C. 11350, 11353, 11354, 11357, 11359, 11361, 11377, 11378, 11380; P.C. 647 e)

Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in lieu of the substance. (E.C. 48900 d; H. & S. C. 11382)

DRUG PARAPHERNALIA (possession of, offered, arranged, or negotiated to sell drug paraphernalia) (E.C. 48900 j)

ELECTRONIC SIGNALING DEVICES (use of any electronic signaling device is prohibited during the official school day, except for health reasons when prescribed by a licensed physician and approved by school administration) (E.C. 48901.5)

TOBACCO (use or possession of tobacco or any products containing tobacco or nicotine products on school grounds or elsewhere while under the authority of the school) (E.C. 48900 h; 48901)

WEAPONS OR THREAT THEREOF (possession, sale or furnishing of any firearm (gun), knife, explosive, or other dangerous object of no reasonable use to the pupil at school, or at a school activity off school grounds) (C.C. 1714.1, 1714.3; E.C. 48900 b, 48915 (a-2), (c-1), (c-2); P.C. 245. 626.9, 626.10, 653 k, 12020, 12021.2, 12301)

Possession of an imitation firearm (gun). (E.C. 48900 m)

SEARCH AND SEIZURE (personal or private property on school grounds, adjacent to the school, or while under the authority of school personnel, is subject to search and seizure by school officials) (E.C. 493331; H. & S.C. 11364.7, 11471)

LASER POINTERS OR LASER DEVICES (possession, sale or the furnishing of any device that conducts a laser beam such as a laser pointer is strictly prohibited.) (E.C. 48900B)

VIOLATIONS RELATING TO PROPERTY

BOMB THREATS (false report that a bomb or other explosive has been placed in school buildings or on school grounds) (L.C. 3367; P.C. 148.1)

DEFACING OR DAMAGING SCHOOL PROPERTY (VANDALISM) (acts which endanger life of students, employees or visitors or result in damage to school buildings, school property including electronic files and databases or possessions of students, staff members or visitors; parent or guardian is responsible for damages) (C.A.C. 305, C.C. 1714.1; E.C. 19910, 48900 f, 48904; G.C. 6201, 53069.5, 53069.6; P.C. 451, 452, 594, 594.5, 602 j)

FIRES, EXPLOSIVES OR THREAT THEREOF (fires or explosives which threaten or cause serious damage to human life or property on campus or at school sponsored events; parent or guardian is responsible for damages) (E.C. 48900 (a)(1), b, 48904, 48915 (a-2); H & S.C. 12304-12306; P.C. 451, 452)

DEFINITION OF TERMS

PROBATION: Placing a student on a trial basis because of prior conditions; must meet specified conditions for a given period of time.

TRANSFER TO ANOTHER CLASS / SCHOOL: A student may be transferred to another class in the same school. A student may be transferred to another school; this decision follows a hearing at the school, or district office.

DETENTION: Keeping a student in custody for a defined period of time in special rooms under staff supervision.

PARTICIPATION DENIAL: Preventing the student from participating in school activities.

SUSPENSION: Temporary denial of class and/or school attendance for causes of action committed on school property, school buses, at school functions, or elsewhere. Usually students are referred by teachers to the appropriate administrator for disciplinary actions if the students are unresponsive to normal classroom and/or school expectations of behavior.

EXPULSION: Action by the Board of Trustees to deny the right of school attendance with a time limit. (E.C. 48915-48918)

EXEMPTION: Action to eliminate the requirement of compulsory school attendance; not related to misconduct. (E.C. 48220, 48221, 48410)

EXCLUSION: Action by the Board of Trustees to discontinue attendance for either a definite or indefinite period of time. (E.C. 46010.5, 48211, 48212)

EXTRA-CURRICULAR ACTIVITIES

Participation and/or attendance at extra-curricular activities is considered a part of the educational program for students. Participants carry extra responsibilities as representatives of their schools. Student conduct rules also apply to extra-curricular activities. Penalties in most cases will require some loss of participation privileges. Disciplinary action procedures outlined in the adopted code will be followed by the member schools in order that each case might be evaluated individually as prescribed by the Board. A summary of the Athletic and Activity Control Code with a more detailed explanation of the rules and regulations is included in this document. A complete draft is available at your school site.

STUDENT EXPRESSION

Students have the right to exercise free expression; however, student expression, assemblage and/or publication distribution shall not materially disrupt class work, involve substantial disorder, or invade the rights of others. The Board of Trustees has adopted regulations establishing the time, place and manner for these activities as related to class schedules and physical campus arrangements in each school.

ENFORCEMENT

The certificated staff of the schools and the district shall enforce all school regulations as prescribed by law and Board regulations. The administration of each school shall enforce the Board adopted regulations to maintain proper conditions for the safety, health and physical well-being of all persons on campus and elsewhere while engaged in school-sponsored activities.

Suspension of students will be ordered by the principal after the appropriate notice and hearing have been given students. Expulsions may be ordered by the Board of Trustees when charges are substantiated after a proper hearing.

Should the student be expelled by the Board of Trustees of the Tulare Joint Union High School District, the action may be appealed by the student or parent to the County Board of Education.

The Tulare Joint Union High School District police force provides armed, POST-certified police officers at all comprehensive school sites. Also on campus are anywhere from one to two adult security team members. As such, only the Tulare Police Department and Tulare County Sheriff's Office constitute larger police agencies in Tulare County.

RIGHTS AND RESPONSIBILITIES

In our form of government the judicial system interprets the law and its applications and orders compliance with its interpretations. Judicial decisions have constantly supported the authority of the State and of school officials to prescribe and control conduct in the schools. This has been extended from control of students while on the school grounds to also maintaining order at other events, such as athletic contests. In recent years, however, the courts have recognized the student's legitimate right to a public education which is protected by the Due Process Clause of the Constitution of the United States. This right cannot be taken away for misconduct without adherence to the minimum procedures required by that clause.

The U.S. Supreme Court has made clear that students cannot collide with the rights of others without expecting a penalty. "But conduct by the student, in class or out of it, which for any reason - whether it stems from time, place, or type of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech."

The role of the parent continues to be of primary importance in the education and control of the student. Parents are encouraged to help their youngsters by stressing the importance of a sound education and by forming a cooperative partnership with the schools to help guide and influence the education of the youngsters.

REFERENCE ABBREVIATIONS

B. & P.C.	- Business and Professions Code	G.C.	- Government Code
C.A.C.	- Calif. Administrative Code, Title 5	H. & S.C.	- Health and Safety Code
C.C.	- Civil Code	L.C.	- Labor Code
E.C.	- Education Code	P.C.	- Penal Code
		V.C.	- Vehicle Code

THE COMPLETE DISCIPLINE CODE IS AVAILABLE FOR YOUR INSPECTION AT EACH SCHOOL.

The Discipline Code was adopted by the Board of Trustees of the Tulare Joint Union High School District on July 15, 2009

Hate Crime Policies and Procedures

The Tulare Joint Union High School District Administrative Code addresses hate motivated behavior in Article 600 R

613.7 Hate Motivated Behavior

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

Tulare Joint Union High School District Intervention Procedures

Services available to students in need/crisis situations:

There are a variety of services available to students in crisis, depending on severity of need:

1. If a student threatens to harm him/herself: the counselor or psychologist will assess the situation (does the student have a plan, do they have access to weapons, etc), notify parent, and contact Tulare Youth Services Bureau Crisis Intervention Team.
2. If a student threatens to harm others: school site administration and psychologist will conduct a threat assessment per district guidelines, and involve school SRO or contact police as needed.
3. If a student has been the victim of sexual abuse: the counselor or psychologist will contact TYSB sexual abuse unit.
4. If a student is being hurt by someone in their family: contact Child Welfare Services.
5. If a student fears for his/her life: counselor/psychologist will assess the situation and determine the specifics, contact administration on-site, notify parents, and follow through with appropriate steps as necessary for the given situation. (i.e. contact police, CWS, conduct threat assessment, etc.)
6. In the event of a death/loss/tragic event on campus: every campus offers counseling sessions involving counselors and school psychologist.
7. If the case is not severe enough to warrant immediate action, or if student requires routine follow-up or additional support, the following are examples of services available on campus:
 - a. TYSB – therapists are on each campus one day per week.
 - b. Turning Point – drug/alcohol intervention program sessions are available to students.
8. Countryside High School is an option for students in our district who need ongoing mental health services. This school serves up to 40 students, and is run in conjunction with TYSB. A therapist is on campus daily, and sessions with a therapist are a required component of Countryside's program.

HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

Administration:

- ☐ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- ☐ The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- ☐ The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander will direct staff to secure the area around the chemical spill.
- ☐ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- ☐ The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- ☐ Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Campus Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- ☐ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- ☐ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

- ☐ The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- ☐ The Incident Commander will ensure that any buses in route to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- ☐ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.
 - ✓ Issue an "ALL CLEAR" signal and resume normal school operations

CODE "RED"

Active Shooter

How to Respond

1. Run

Have an escape route and plan in mind.

Leave your belongings behind

Keep your hands visible

2. Hide

Hide in an area out of the active shooter's view.

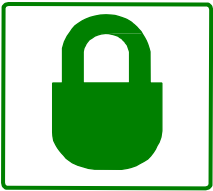
Block entry to your hiding place and lock the doors.

3. Fight

As a last resort and only when your life is in imminent danger.

Attempt to incapacitate the active shooter.

Act with physical aggression and throw items at the active shooter.

WHEN YOU HEAR: “LOCKDOWN”/SHOTS FIRED	DO THIS: • ESCAPE: ○ Always move opposite the threat if you are outside, to a safe room nearby (to hide) or to a destination off-campus (know all exits) • HIDE: ○ Doors secure; lights out; blinds closed ○ Hide out of view (directly <i>under</i> windows and the corners of the same wall are usually best) ○ Stay quiet; Silence devices that might give your location away • FIGHT: ○ As a last resort, if your life is in imminent danger, attempt to incapacitate the threat ○ Work together; use element of surprise ○ Act with physical aggression; improvise weapons; don't quit until threat is disabled	 LOCKDOWN
WHEN YOU HEAR: FIRE ALARM / ALL-CALL	DO THIS: • Stop and check for safest route • Go upwind from odor or smoke • Evacuate to safest assembly area	 EVACUATION
WHEN YOU HEAR/FEEL: SUDDEN SHAKING / VIOLENT CRASH / EXPLOSION	DO THIS: • Drop, Cover and Hold • Stay under table / chairs until event stops • Stay away from windows • Place <i>SAFE / HELP</i> sign in designated location • Check for safest evacuation route • If evacuating, do not lock doors → Use ORANGE / GREEN vest to signify “All Safe” or “Help Needed”	 DROP, COVER AND HOLD
WHEN YOU HEAR: “SHELTER IN PLACE”	DO THIS: • Close windows and doors • Await further instructions	 SHELTER IN PLACE
WHEN YOU HEAR: “ALL CLEAR”	DO THIS: • Return to regular schedule	 ALL CLEAR

STUDENT CARE EMERGENCY/DISASTER SIGN-OUT ROSTER FORM for EMERGENCY/DISASTER PREPAREDNESS

Please complete upon release of a child from an emergency/disaster evacuation site.

A best practice recommendation is to have only one person/staff release the children program wide.

Program Roster Childs Name	Class	Time Picked Up	Picked Up by Whom	Destination
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				
41.				
42.				
43.				
44.				
45.				

Prevention of Illness and Communicable Diseases:

School Personnel are expected to incorporate the instruction of ways to prevent the spread of the common cold, flu, and other communicable diseases. This includes the teaching of appropriate hand washing techniques, good sleeping, exercise, and eating habits, procedures for disposing of contaminated tissues, and appropriate techniques to use for coughing, sneezing, etc.

Medical Emergencies:

Accidents:

I. Check –What happened (fall, fight, sport injury, etc.)?

- Do not move victim if a fall from significant height has occurred
- Assess victim for bleeding
- If unconscious, check for breathing and pulse

II. Call – For assistance from adult office personnel

- Use radio
- Send a pair of students – direct them to return and report to whom they gave information.

III. Care – First aid as necessary until help arrives.

- Do not carry a child to the office. Get an office chair with wheels for transport.
- Office personnel shall give first aid if needed.
- If, in the judgment of the office personnel the victim needs additional emergency care, the Emergency Card on file will be used in order to reach a parent or an authorized person to pick up the child and/or access further medical assistance.
- In the event that the injury is serious and needs immediate attention and/or the victim's parent or other authorized persons on the Emergency Card cannot be reached, office personnel are authorized to call 911 for emergency assistance.
- An Accident/Incident report will be completed and filed, and a copy sent with the victim.

Illness - General:

I. Check – Patient's temperature should be taken; an overall assessment of the student made by communication with the student and observation by the caregiver.

II. Call – Parent will be called if student has a fever of 100 degrees or higher; has sore throat or cough; has symptoms that impede learning at school; has symptoms that indicate he/she is contagious to others in the school environment.

III. Care – Patient should be isolated from peers and made as comfortable as possible.

The student's emergency information should be accessed and followed. If no contact can be made to have the child picked up, the school office staff will keep the child in the health office, and if warranted, contact the physician listed on the emergency to determine the most appropriate course of action.

Illness – Communicable Diseases:

The same procedure as those for General Illnesses (above) is to be followed.

Cases of certain communicable diseases must be reported to other families whose children attend the same class and the Clubhouse childcare program. The following diseases must be reported and necessary precautions taken immediately: Meningitis, strep, scarlet fever, infectious hepatitis, head lice, scabies, measles and mumps. The school office will send out the appropriate exposure notices, and direct the Clubhouse to send home the appropriate exposure notices as well.

Safety Plan
Sierra Vista Charter High School
Tulare Joint Union High School District



February 1, 2020

**Comprehensive School Safety Plan
Pursuant to Education Code 32280 - 32289**

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PREFACE

The School Safety Team meets yearly to review the School Safety Emergency Action Plan. Parent, classified, certificated, and administrative representation constituted the makeup of the School Safety Team. With the LCAP Survey taken in the spring of 2017, this plan has been developed to meet the needs of Sierra Vista Charter High School. Finally, the safety plan includes the mandated components of Senate Bill 187 including:

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, power outage, human created disasters, and other emergency actions
- Policies pursuant to Education Code 48915(c) and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students Sexual Harassment Policy
- Dress Code
- Safe ingress and egress to and from school
- Safe and orderly environment conducive to learning rules and procedures on school discipline

Board Vision

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

District Vision

Our students will have the 21st Century skills and knowledge through meaningful and relevant learning opportunities to empower them to productively contribute to a global society.

District Mission

Our mission is to empower all students to graduate with college, career, and life-readiness skills.

District Priorities

Aligned with the Board Vision, the Governance Team has set the following priorities for 2018-2019:

1. Improve Student Outcomes and Performance

- Provide academic support and enrichment targeting students above grade, at grade and below grade level
- Develop pathways for CTE and Linked learning courses that lead to career certification
- Provide extra-curricular opportunities
- Expand and market Educational Opportunity programs to continue to meet the diverse needs of our students

2. Maintain Safe Schools

- Maintain safe and secure environment at all sites
- Ongoing training on safety procedures
- Provide bully free environments
- Provide social and emotional support
- Provide an environment free from discrimination

3. Manage Facilities and Student Growth

- Support and maintain Facilities Master Plan (New classrooms to accommodate growth, space for programs currently not offered, safety and security, accessibility upgrades/ADA)
- Expand and market educational opportunities programs to meet the needs of our students
- Maintain current facilities at an acceptable level

4. Maintain the Fiscal Integrity of the District and Fund the Board's Priorities, Services, and Programs

- Fiscal Support for facilities and student growth
- Continue to ensure LCFF funds support targeted students according to the LCAP
- Long-term budget planning
- Evaluate the Farm Enterprise as it supports student learning outcomes(SLO)
- Continue to monitor cafeteria fund

5. Staff TJUHSD with Qualified Personnel and Maintain a Positive Work Environment

- Continue to attract and recruit highly qualified staff
- Continue to provide professional development opportunities
- Continue to provide a conducive educational environment
- Continue to provide leadership growth opportunities

6. Continue to Strengthen Internal and External Communications, Services, and Programs

- Continue to improve District and School websites
- Increase Communication with Staff and Parents
- Market our District o inform the community on educational programs and options available

District LCAP Goals

Goal #1 All students will graduate college and career ready by passing their core classes and creating a baseline graduation rate while 50% of the students will enroll in college CTE courses.

Goal #2 All English Learners will improve their English Language Acquisition and achievement.

Goal #3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

Mission Statement

The mission of Sierra Vista Charter High School is to provide a comprehensive developmental program addressing the academic, career, and personal/social development of all students. The program provides services to enhance academics, encourage self-awareness, foster interpersonal communication skills, develop college and career readiness skills, and prepare all students to be contributing members of society.



Vision Statement

The vision and purpose of Sierra Vista Charter High School is to provide a quality education to students in grades 9-12 who are in need of an alternative academic setting.

Assessment of the Current Status of School Crime

Data Source	Comments	Analysis
School Crime	(0) Theft suspensions in 2018-2019 School Year	No crime took place at Sierra Vista Charter High School.
Suspensions	(6) Suspension took place from current students in the 2018-2019 school year.	Six (6) students were suspended from Sierra Vista Charter High School.
Expulsions	(0) Student was expelled from the Tulare Joint Union High School District.	No student was expelled from the Tulare Joint Union High School District.
Referrals	(0) Various dispositions	No referrals were given.
Teacher Observations	Teachers were informed to report any issues regarding safety throughout the school year and were trained on how to deal with active shooters.	Beginning in-service for teachers to report behavior issues to parents, counselors, and administrative staff. Additionally teachers have participated in fire drills, earthquake drills, and lock-down drills. Teachers also received ALICE training on how to deal with active shooters.

Safety Plan Revisions

Sierra Vista Charter High School plans and revisions will be documented in 2019-2020 school year.

Date Revised	Person Responsible	Date of Public Meeting	Board Adopted Y/N	Comments
11/19/2019	Dereck Domingues			School Site council, all staff and administration are all stakeholders in the input of this plan.

Note: Plans must be adopted by March 1st of every year pursuant to Education Code 32286

School Safety Planning Checklist School Year 2019-2020

Sierra Vista Charter High School plans and revisions will be documented in 2019-2020 school year.

Item	Compliance Y/N	Comments
School Site Council or School Safety Team Developed	Y	Updated August 2019 to reflect annual staff changes
Assessment of School Crime Conducted	Y	Aeries UMIRS data 18-19
Other Assessments Conducted*	Y	LCAP Survey
Analysis of Data Conducted	Y	Fall 2019
School Site Council or Team Identified Priorities Listed Based on Assessment	Y	Fall 2019
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Y	Fall 2019
An Action Plan Has Been Developed	Y	Spring 2019
Law Enforcement/Fire Approval of Plan	Y	December 2019
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Y	Spring 2019 to CSEA, CTA, School Site Council, ASB, City of Tulare Police and Fire Departments
Public Meeting Held on the Safety Plan	Y	Date Conducted: Spring 2019
Annual Evaluation of Safety Plan Conducted	Y	Date Conducted: Fall 2019
Key Findings of Evaluation Presented to Council or Safety Team	Y	Approved Fall 2019
Annual Plan Review and Revisions by March 1 st of each year	Y	Spring 2020

School Safety Team

Name	Contact	Role
Principal or Designee	Dereck Domingues Veronica Covert Susan Meadows	Principal Counselor Psychologist
Classified Employee(s)	Jackie Medeiros Victoria Hinojosa	Principal's Secretary Community Liaison/Testing Coordinator
Certificated Employee(s)	Corinna Gilbert Tiffini Knight Wendy Miller Gloria Parke Katie Wilding Christe Byerlee Luis DaSilva Angela Hamilton Gloria Hernandez Yvonne Luiz	Teachers
Parent (s)	Sandra Bueno	School Safety Team
Other Members	Carrie Montgomery	District Nurse
Security	Zach Rainey Rosie Lopez Andy Maldanado	AAA Security-Campus Security Guard

Note: Develop this team only if the school site council will not be developing the safety plan.

Meeting Dates

Sierra Vista Charter High School will make annual reviews of this plan and revisions will be documented.

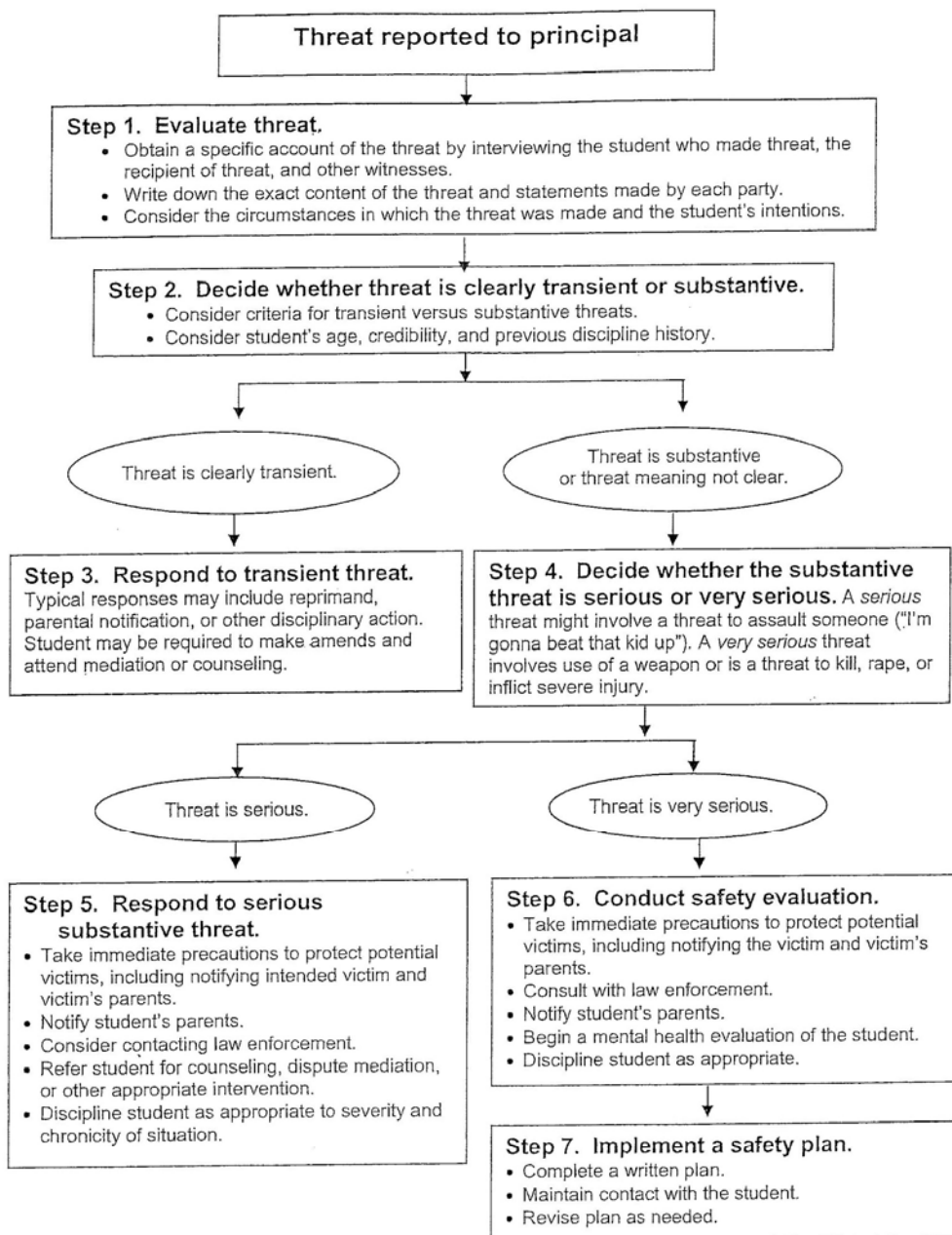
Month	Day	Time	Location	Comments/Needs
July				
August	8/1/19	10:45am	English Classroom	Safety updates, review safety issues/ and data, set safety goals for the school year.
August	8/16/19	8:00am	English Classroom	Staff meeting, review Disaster/Crisis Response Procedures and Threat Assessment.
September	9/6/19	8:00am	English Classroom	Safety Updates on day-to-day operations.
October	10/4/19	8:00am	English Classroom	Safety Updates on day-to-day operations.
November	11/1/19	8:00am	English Classroom	Safety Updates on day-to-day operation.
December	12/6/19	8:00am	English Classroom	Safety Updates on day-to-day operations.
January	1/17/20	8:00am	English Classroom	Safety Updates on day-to-day operations.
February	2/7/20	8:00am	English Classroom	Safety Updates on day-to-day operations.
March	3/7/20	8:00am	English Classroom	Safety Updates on day-to-day operations .
April	4/4/20	8:00am	English Classroom	Safety Updates on day-to-day operations
May	5/2/20	8:00am	English Classroom	Safety Updates on day-to-day operations, Graduation procedures and events.
June	6/6/20	8:00am	English Classroom	Review school year, begin data analysis of crime and suspension data, discuss changes for upcoming school year.

Note: Agendas, Minutes or Meeting Notes should be placed in Appendix for documentation

Capacity Assessment

Current Efforts	Target Group	Funding Source
Implementation of “Reconnecting Youth” program.	At risk students.	LCAP
Turning Point counseling sessions.	At risk students. Students with gang issues. Students with drug and alcohol issues.	District
EWS programs/incentive program	At risk students meeting the indicators of Attendance, Behavior, and course completion.	District
Sprigeo –Internet based “Anti Bullying” reporting website	Students are able to report bullying at any time with computer access.	District
Virginia School Model on “Threat Assessment” procedures	Administration, counseling and faculty reviewed (trained) procedures of identifying and assessing the significance of any reported threat.	N/A
CPI (Crisis Prevention Intervention) Training	Principal, counselor, and psychologist	District
ALICE Active Shooter Training by Sierra Vista Administration	All Sierra Vista Charter Employees	District
Youth Mental Health First Aid Training	All Certificated Staff receiving training on how to teach staff methods of assisting a young person who may be in the early stages of developing a mental health problem or in a mental health crisis.	District

Threat Assessment Procedures



Definition: What is Threat?

A threat is an expression of intent to harm someone

Threats may be verbal, written, artistic or gestured

Threats may be direct or indirect, and needs to be communicated to the intended victim or victims.

(I'm going to get him.")

Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise.

("I forgot my knife was in my backpack.")

When in doubt, assume it is a threat.

Types of Threats

Transient vs. Substantive

Transient:

Often are rhetorical remarks, not genuine expressions of intent to harm

- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

Substantive:

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

- a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department:

or
- b. The Jurisdictional Law Enforcement Agency
County Sheriff's Department
Police Department (non emergency)
Emergency Number 911

Some District law enforcement may not meet the notification requirements prescribed by law to receive reports of child abuse. However, all law enforcement officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available on site through the principal’s or counseling office.

School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be

interviewed in private or may select an adult staff member to be present “to lend support”.

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present?
The staff member should leave the room.
2. The child asks for either the mother or father to be present?
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview?
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

What can the selected staff member do:

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member’s role is one of a “comforter” during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

California Penal Code 11174.3

“School Interview Law”

11174.3. (a) Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, 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, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** 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**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

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

Sierra Vista Charter Disaster Procedures

- All communication is made with simple verbal directions (telephone, loud speaker, etc.) and not dependent on bells and electronic signals with exception of the standard security alarm.
- Emergency telephone numbers are posted in the office.
- First-aid kits are easily accessible and staff is knowledgeable on first-aid procedures.
- Instructions for emergency care, medications, and the treatment of illnesses are accessible to all staff.
- Evacuation procedures and routes are posted in compliance with county regulations.
- **USE OF SCHOOL AS EVACUATION CENTER OR SHELTER:** Under State law (California Emergency Services Act) all public schools are subject to use as evacuation centers or shelters or for other emergency purposes during a disaster.

INCIDENT COMMANDER – The Principal, and/or Principal's Designee

- Commence operations from the center, and
- Take overall responsibility for the operations of the center and its functions.
- Consult Job descriptions for positions below.
- Set up the Command Center and collectively choose:
 - Incident Commander-Principal
 - Logistics and Planning Chief-District Officer
 - Operations Director-District Officer
 - Search and Rescue Team-Campus Supervision Team
 - Facility Check/Safety & Security-District Officer
 - Planning/Intelligence-District Officer
 - Medical Director-District Nurse
 - Documentation Staff

OPERATIONS/SEARCH AND RESCUE TEAM

- Collectively choose a Search and Rescue Team Director-Maintenance Director
- Secures as much information on how many, and in what locations missing students, personnel and volunteers are located,
- Visually inspect structures for structural damage before deciding to reenter the structure (if in doubt, ask for help from the Command Center),
- If it is deemed safe to reenter structures, commences rescue operations within

STUDENT CARE AND RELEASE-Classroom Teachers and Specialists

- Instruct students to assemble in a safe place at the assembly area
- Assume Student Care and Student Release responsibilities
- Take roll using the Student Accounting Form
- Use the Student Release Form for students who leave with parents or authorized adults listed on emergency release forms.
- Maintain a calm, supervised assembly with students
- Keep students informed as appropriate

Disaster Chain Of Command

Each staff member is given a Disaster and Crisis Response Procedures reference handbook at the beginning of every school year.

1. Disaster Center – Principal’s Office
2. All informational releases will come from the Principal’s Office and with prior approval from the Principal.
3. Communication will be through the main office command radio.
4. The district maintenance personnel will be responsible for securing shut off valves and cutting mains as needed.
5. Chain of Command Principal Mrs. Dereck Domingues
 Counselor Mrs. Veronica Covert
 Psychologist Mrs. Susan Meadows

Through the Command Center the District, Police and Fire Departments will be notified of the situation and appropriate steps put in place.

6. Counselors are available for crisis intervention. There is a plan for suicide, death (staff or student) and all other emergencies included in the District Emergency Preparedness Plan.
7. In the event of a bomb threat, radio and phone communication will cease and the computer will be the only means of communication. Have all students and staff turn off their cell phones and other remote devices.

Crisis Response Procedures

In the event that a situation develops on the campus that threatens the life and/or safety of students and staff, the following procedures should be followed:

1. The person observing the crisis situation will immediately contact the main office and request to speak with the Principal. The person should be prepared to describe the situation in detail, including:
 - a. A description of the problem
 - b. The location of the problem
 - c. Their location (room#)
2. Once the Principal is briefed, they in turn will contact a district Police Officer and together they may all respond and investigate the situation. They will determine if the situation is in fact a threat to safety.
3. The Principal will be advised of the situation and the appropriate measures will be taken. If a lockdown is necessary, staff will be notified. Remember to keep all students in the room with the door locked. The Tulare Police Department will, at this time, be advised along with the District Office.
 - a. All students are to be inside a building or classroom
 - b. Everyone is to get down on the floor, away from windows
 - c. The teacher will attempt to keep everyone calm
 - d. Classroom doors are to be locked
 - e. Students and staff are to remain in the classroom on the floor until the all clear bell rings or the fire drill bell rings to evacuate the school
4. To avoid communication gridlock, **DO NOT USE YOUR CLASSROOM TELEPHONES.** All communication will be through the computer only. Make sure that all cell phones, portable phones and wireless computers (laptops) are turned off. At no time should you use your hand held radio. You will be notified when it is safe to use the above communication.
5. If the emergency situation occurs during a time when student and staff are out of class (before school, break, or lunch) everyone will immediately go to their next class.
6. When the tactical officer arrives for the Police Department he/she will take charge. We will follow their directions and instruction.
7. The Counseling office will serve as command center. All information to be released will be done through the Principal, or designee, at the command center.
8. If evacuation is necessary, students are to go home by their normal means.

Campus Alert System

Duck and Cover:

1. You will hear an announcement made notifying staff and students to “Duck and Cover.”
2. If inside, duck under furniture and cover head with arms and hands
3. If outside, drop to the ground, place head between knees, and cover head with arms and hands
4. Move to a sheltered place when possible, but avoid areas where falling objects may harm you

Lockdown: If there was an intruder on campus or some similar situation that would put students in harm:

1. You will hear an announcement made notifying staff and students that we are going into “Lockdown.”
2. All students stay in classrooms. The teacher will lock the door. Remain in class until the all clear bell rings. Utilize ALICE training techniques, if necessary.
3. During lunch or break, proceed to the nearest, safest, open building. Remain there until further instructions.

Shelter In Place:

1. You will hear an announcement notifying staff and students to “Shelter In Place.”
2. If inside remain until further instructions are given
3. If outside proceed to nearest building and await further instructions
4. If directed, shut down air or heating system and close doors and windows to protect them from outside air.

Fire Drill:

1. When announcement is made, all students are to evacuate the room.
2. Proceed to the safe area as directed by your teacher.
3. Remain in the safe area with your teacher until the all-clear bell rings.
4. Return to class when your teacher gives the go-ahead to do so.

Lunch Time or Break Time Fire Alarm:

1. If you hear a fire alarm during while outside, move away from the buildings and wait for further instructions.
2. Follow instructions from staff for your safety.
3. Do not go to into any buildings.

Crisis Response Initial Actions and Intercom Codes

Duck and Cover

- If inside, duck under furniture and cover head with arms and hands.
- If outside, drop to the ground place head between knees, and cover head with arms and hands.
- Move to a sheltered place when possible, but avoid areas where falling objects may harm you.

Lock Down

- If outside, proceed to the nearest building.
- If inside, lock doors and close shades if possible, and implement duck and cover unless otherwise directed.
- Remain in a secured room pending further instructions from site officials or police.

Shelter In Place

- If inside, remain until further instructions are given
- If outside, proceed to nearest building and await further instructions
- If directed, shut down air or heating system and close doors and windows to protect them from outside air

Fire Alarm Evacuate Building

- Immediately evacuate the building using designated routes and go to assembly area.
- Remain in assembly area until "All Clear" or further instructions are given.
- Carry roster and take attendance once everyone is in a safe location.



Quickly determine the most reasonable way to protect your own life. Remember that students will follow the lead of staff members during an active shooter situation.

*****There is no order to ALICE—use your best option to SURVIVE!*****

ALERT

- Call 911, if possible, to alert police to the intruder/active shooter's location

LOCKDOWN

- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- Prevent individuals from entering an area where the active shooter may be
- Lock the door
- Blockade the door with heavy furniture
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- If evacuation and hiding out are not possible, prepare to counter

INFORM

- Dial 911 and if you cannot speak, leave the line open and allow the dispatcher to listen
- Follow the instructions of any police officers

COUNTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the OODA loop of an active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Swarm the intruder, grabbing limbs and pushing head down to take down the intruder
- Immobilize the shooter until police arrive
- Take away any weapons and place in a secure area

EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Keep your hands visible at all times (especially when law enforcement arrives)

Violent Intruder Initial Actions

A

ALERT

Initial Alert may be a gunshot, PA announcement, etc.

L

LOCKDOWN

If evacuation is not a safe option, barricade entry points.
Prepare to Evacuate or Counter if needed.

i

INFORM

Communicate real time information on intruder location.
Use clear and direct language using any communication means possible.

C

COUNTER

As a last resort, distract the intruder's ability to shoot accurately. Move toward exits while making noise, throwing objects or adults swarm intruder.

E

EVACUATE

Run from danger when safe to do so using non-traditional exits if necessary. Rallying point should be predetermined.

Earthquake Procedure

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover”.

School Commander (Principal or designee):

- . If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to dismiss school due to power loss, building damage or other factors.
- ☐ Consider need to evacuate staff and students to off-campus evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

EARTHQUAKE PROCEDURE:

During the Earthquake:

At the first indication of an earthquake, all employees working with students are to give the command to,

- Drop, Cover, and Hold
- Hold the position with students until the shaking stops.

After the Earthquake:

Once the shaking has stopped, the teacher will:

- Assess the situation and remain calm.
- If there are any injured people, contact a buddy teacher (or office/administrative personnel if buddy teachers is unavailable) to decide who will stay with the injured, and who will facilitate the safe evacuation of students.
- An adult must stay with the injured until the search and rescue team can provide assistance in evacuating the injured.
- Assess the evacuation route and evacuate students outside to the FIRE DRILL ASSEMBLY AREA, and away from trees, power lines, etc. Remember to take the roll book, from the rooms.
- Take roll and use the Student Accounting Form to report any missing students to the principal or employee in charge.
- Administrative personnel/designee will notify if/when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

Fire Drill Procedures

- The alarm will sound.
- If no alarm sounds but you see or smell smoke, flames or a suspicious order, PULL THE NEAREST FIRE ALARM or report your suspicion to the office and evacuate your room.
- EVACUATE: Upon hearing the alarm, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.
- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room, but do not lock the classroom.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report to the assigned security person, Principal, or employee in charge.
- Follow all directions given by police, fire or any other emergency personnel on scene. In the event of a false alarm, administrative personnel/designee will notify when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

FIRE DRILL REPORTING

1. Emergency Routes posted by the door in every classroom. Teachers are trained on where they are to report by color codes on the campus map. During a fire drill, teachers are to follow the Fire Drill procedures and report to the designated area.
2. After attendance/roll has been taken, the teachers report to the staff member with the radio. Below is a list of the primary and secondary members. Remember the secondary is only in the event the primary is absent.

Location

East Parking Lot

Leader 1

Dereck Domingues

Leader 2

Veronica Covert

Fire/Explosion/Building Collapse

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.**

Administration (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide exact location of fire, explosion or collapse.
 - ✓ Describe current situation, including damage and estimated number of injured.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Ensure fire alarm has been sounded**
 - ✓ If needed, announce changes in evacuation routes due to incident location.
- ☐ **Establish a school Incident Command Post**
- ☐ **Assess situation and begin activating needed ICS functions, for example:**
 - ✓ First-Aid, Accountability, Utility and Security Groups
 - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- ☐ **Meet arriving fire and police personnel**
 - ✓ Be certain to take school Crisis Response Box.
 - ✓ Identify the location of fire, smoke, explosion or gas smell.
 - ✓ Advise locations of injured or trapped persons.
 - ✓ Provide last known location of any missing persons.
- ☐ **Establish Unified Command with emergency response officials.**
- ☐ **Determine if it is necessary to:**
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is safe to re-enter the buildings.**

Teachers/Staff

- ☐ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- ☐ **Implement Evacuation procedures**
 - ✓ Use a secondary route if the primary route is blocked or hazardous
 - ✓ Close, but do not lock, doors when leaving
- ☐ **Inform the school office/school Incident Commander of the emergency**
- ☐ **Following evacuation:**
 - ✓ Account for all students and check for injuries
 - ✓ Immediately report any missing, extra or injured students
- ☐ **Wait for additional instructions**

Bomb Threat Procedures

If you should receive a call with a bomb threat or any kind of threat, please familiarize yourself with the following procedures:

1. Note the time of the call.
2. Was the caller male or female, try to detect an age of the caller.
3. What details did they give you about the bomb:
 - a. Location
 - b. Time it's supposed to happen
 - c. Where are they calling from
 - d. Is the caller serious or joking
4. Note any kind of background noise.
5. Ask them how they know about the bomb.
6. As soon as the call is complete, please notify the principal.
7. If you are unable to reach the principal, call the counselor.
8. The principal will determine the validity of the threat and the necessary decisions to protect the safety of students and staff.

BOMB THREAT PROCEDURE

(Response Procedure on Page 3 may also be applied to “Suspicious Objects”)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- **Introduction**
- **Assessing A Bomb Threat**
- **Call Taker Instructions/Telephone Bomb Threat Report**
- **Response Procedures**
- **Bomb Search Procedures**

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "***Telephone Bomb Threat Report***" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
- ☐ **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.

If threat is deemed credible:

 - ✓ Establish a command post at least 400 feet from campus buildings.
 - ✓ Ensure that it is away from automobiles, refuse containers or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- ☐ **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their **THREAT LEVEL ASSESSMENT**. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

- ☐ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.
- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ☐ Report suspicious objects to the school Incident Commander as soon as possible.
- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ☐ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ☐ If you relocate, report your new location and reason for move as soon as possible.
- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ Follow normal Shelter-In-Place procedures.
- ☐ Conduct a visual scan of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ☐ If a suspicious object is found, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ☐ Take all other steps outlined in the section “IF EVACUATING” above.

BOMB SEARCH PROCEDURE

"I'm not going to look for a bomb!!!" That's a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?**
- 2. Is there anything out of place?**
- 3. Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an "Improvised Explosive Device" or simply an "IED". "Improvised" means it is a person's own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- ☐ **TEACHERS:** Classroom and related halls, staff lounge, storage rooms and any associated area
- ☐ **CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, building perimeters and school grounds, including trash cans.
- ☐ **ADMINISTRATIVE PERSONNEL:** Administrative offices/areas, hallways, and empty classrooms.
Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.
- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:*

1. Remain calm and politely advise the caller:

“I am a student. Please hold while I get an adult to talk to you.”

2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back

TELEPHONE BOMB THREAT REPORT FORM

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.
Try to get the attention of another staff member to listen-in on the call with you.

Today's Date _____ / _____ / _____		* <u>SEE NOTE AT BOTTOM OF FORM.</u>	
Call Information - (Can be completed after call)			
Date of call:	Time of call: * AM * PM	Duration of call:	Phone number called: ()
Name of person receiving the call:		Phone number to call for follow up: ()	
Questions for caller: Try to ask these questions IN ORDER (1-9) and document key points of responses.			
1. When will the bomb explode?	4. What does the bomb look like?	7. Why did you place the bomb?	
2. Exactly where is the bomb located?	5. What will cause the bomb to explode?	8. What is your name and phone number?	
3. What kind of bomb is it?	6. Did you place the bomb?	9. Where are you now?	
Document exact wording of threat: 			
Description of caller: (Listen closely to help identify.)			
If caller's number appears on your phone, write it here:	Gender of caller: Male ☐ Female ☐ Unknown	Approximate age of caller:	If voice sounds familiar, who does it sound like?
Other clues: (Listen closely and check all that apply.)			
Voice	Speech	Language	Behavior
		Background Noise	

Clean	Accented	Educated	Agitated	Airport	Quiet
Distorted	Deliberate	Foreign	Angry	Animals	Restaurant
Hoarse	Distinct	Foul	Blaming	Baby	Static

Loud	Fast	Intelligent	Calm	Birds	Street Noise
Muffled	Hesitant	Irrational	Clearing Throat	General Noise	Talking
Nasal	Lisp	Rational	Crying	Guns Firing	Tavern/Bar
Pitch-High	Slow	Slang	Fearful	Gymnasium	Television
Pitch-Med	Slurred	Taped/Recorded	Intoxicated	Machinery	Traffic
Pitch-Low	Stuttered	Uneducated	Laughing	Motor	Train
Pleasant	Other:	Unintelligible	Nervous	Music	Typing
Raspy	If Accented,	If Foreign,	Self-Righteous	Party	Water/Wind
Smooth	Describe:	Describe:	Other	PA System	Other
Soft					
Squeaky					
Unclear					
Other					

*If the CALL TAKER is a student, the student should:

Remain calm and politely advise the caller:

"I am a student. Please wait a moment while I get an adult to talk to you."

Immediately signal any nearby adult staff member to come to the phone. Don't yell.

If no adult is near, lay the phone down and quickly go find one to take the call.

DO NOT HANG UP or ask the person to call back!

Crisis Procedures: Rolling Blackouts

If a rolling blackout is called that affects our campus, our primary concern will be for student and staff safety. If a blackout is called it will probably be for a short duration, approximately one hour. If we are affected by a power outage, please follow these guidelines:

1. Keep your students in your class under your supervision in a calm environment. Please do not send your students out of your classroom. If you have a student who has unique health needs that may be impacted by the power outage, please send that student, along with another student to walk with them, to the nurse's office.
2. Open your classroom door and utilize as much natural light as possible.
3. Please keep your students in your class with you until directed to release them.
4. School probably will not be dismissed because of a blackout. By the time the buses got here to take students home, the power interruption would probably be over and there would not be enough time to notify parents that we were sending their student home.
5. Food Services have contingency plans for serving meals in the event of a blackout.

Hopefully, if a rolling blackout occurs, it will be called after school hours. However, if it is called during class time; please keep your students in your classroom under your direct supervision. This is the safest environment for them during a power outage. A power outage, obviously, can be very disruptive and will require that we adjust while continuing to maintain appropriate supervision of our students.

Evacuation/School Closure:

A school closure or evacuation may be required for a number of reasons including a power outage, severe weather including heavy rain or snow, a chemical spill on Black Road, an extensive gas leak, a bomb threat, a wild fire in the surrounding chaparral or forests, or notification by emergency personnel that an evacuation is required or in the best interest of the students.

EVACUATION: Upon hearing the FIRE ALARM, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.

- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report any missing students to the principal or employee in charge.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

SCHOOL CLOSURE PROCEDURES:

- Office personnel will establish a phone tree within the office, and call for student pick up by a person on the authorized list of each student's enrollment form.
 - Office personnel will call the public media to announce closure. IT MAY BE NECESSARY TO USE CELL PHONES DUE TO POWER OUTAGE.
 - Office personnel will release students to parents who come to pick up their children using the every-day SIGN-OUT procedures.
 - Teachers will stay with their students until all students have been picked up or appropriate arrangements have been made by the administration for students not picked up.
 - If necessary, an assembly area will be set up for students remaining at the school.
- If necessary, the student sign-out area will be moved from the school office and located as close to the assembly area as is practical. In this case, every student released will be recorded on the Student Release Form.

Site Emergency Procedures For Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - A wheelchair on a daily basis
 - Specialized equipment
 - Physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency (as appropriate and agreed upon at the students previous IEP).
4. The Site Safety Specialist (or administrative designee) is responsible for:
 - Identifying all students who will require additional assistance
 - Working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

This assignment will be continuous throughout the year due to student movement

How To Assist Those With Disabilities During An Evacuation

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention -OR-
- Indicate directions with gestures -OR-
- Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individual to safety.

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options. (utilization of Evac chairs is recommended as appropriate in these instances)
- Reunite person with the wheelchair as soon as it is safe to do so.

Emergency Telephone Numbers

These emergency telephone number should be kept in a location that is immediately accessible in case of an emergency. This information will be updated annually and be provided to key individuals.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	559-688-2021
Fire Department	East: 559-684-4360 (Admin) East: 559-684-4361 North: 559-684-4363 West: 559-684-4362
Local Police Department	559-686-3454
Sheriff Department	559-733-6211
Tulare Regional Hospital	559-688-0821
California Highway Patrol	559-734-6767
English Radio Station 580 KMJ Radio	559-490-5858 or 1-800-776-5858
Spanish Radio Station	559-622-8703
SCE	1-800-655-4555
Southern California Edison	1-800-655-4555
Water	559-684-4324
Gas Company	1-800-427-2000
American Red Cross	559-732-6436

District Management Team Emergency Contacts

First	Last	Site	Title	Cell Phone #	Alternate #
Tony	Rodriguez	DO	Superintendent	559 901 9458	559 686 1580
Dr. Lucy	Van Scyoc	DO	Asst Superintendent, Curriculum	559 679 7192	559 688 4663
Barbara	Orisio	DO	Asst Superintendent, HR	559 303 8408	
Tammy	Aldaco	DO	Asst Supt/Student Services	559 679 0377	
Vivian	Hamilton	DO	Director of Business Services	559 901 5427	559 366 7011
Daniel	Pierotte	DO	Director of Facilities	559 754 6146	
Donny	Trimm	DO	Director of Technology	559 280 5584	559 688 3929
Bobby	Richardson	DO	Director of Transportation	559 759 4492	
Janet	Stephens	DO	Director of Food Services	559 631 3185	
Jason	Edwards	DO	Director of Special Education	559 303 0716	
Carrie	Montgomery	DO	Nurse	559 331 2455	
Lupe	Aguilera	DO	Child Welfare & Attendance	559 827 1278	
Denise	Douglas	DO	Coordinator of Educ Technology	559 302 8222	
Courtney	Hendrickson	DO	ELD Coordinator	559 280 7932	
David	McAllister	DO	Techn Curriculum Specialist	559 631 0351	
Michelle	Nunley	TU	Principal	559 799 6994	559 685 1010
Roger	Robles	TU	Assistant Principal	559 972 2799	559 713 6742
Shanelle	Herrera	TU	Dean of Students	559 280 8939	
Chandalin	Champlin	TU	Dean of Students	559 816 5691	
Terry	Langlie	TU	Head Counselor	559 331 5331	559 686 2339
India	Leal	TU	Counselor	559 624 0790	559 909 4636
Jose	Marquez	TU	Counselor	559 445 0886	
Michelle	Potts	TU	Counselor	559 731 5812	559 735 0227
Miguel	Torres	TU	Counselor	559 901 9712	559 627 0208
Liliana	Avila	TU	Counselor	559 471 6816	
Diana	Hatton	TU	Athletic Director	559 679 9286	
Lolly	Garcia	TU	Psychologist	559 960 7339	
Kevin	Covert	TW	Principal	559 967 4159	559 687 1430
Sara	Morton	TW	Assistant Principal	559 786 0346	
Leandra	Garcia	TW	Assistant Principal/Counseling	559 679 3088	
Rudy	Carrasco	TW	Dean of Students	559 694 1306	559 564 3324
Angela	Robertson	TW	Dean of Students	559 303 1165	
Krishna	Adams	TW	Dean of Students	559 802 0192	
Arturo	Magallanes	TW	Counselor	559 300 9940	
Cecilia	Moraza	TW	Counselor	559 303 7341	

Katherine	Nunes	TW	Counselor	559 329 5116	559 303 4286
Lizabeth	Prado	TW	Counselor	559 625 5733	
Michelle	Gil	TW	Counselor	559 730 8806	
Ana	Riveira	TW	Counselor	559 786 2879	
Michael	Powell	TW	Athletic Director	559 901 6054	
Stephanie	Gutierrez	TW	Psychologist	559 905 9582	
Michele	Borges	MO	Principal	559 303 0968	
Stephanie	Dietz	MO	Assistant Principal	559 572 6373	559 713 6742
Rachel	Chapman	MO	Assistant Principal/Counseling	559 250 4166	
Luis	Cobarruvias	MO	Dean of Students	559 553-3976	
TBA	TBA	MO	Dean of Students		
Erika	Holguin	MO	Counselor	661 638 2507	
Jennifer	Padilla	MO	Counselor	661 778 8362	
Alejandra	Sanchez	MO	Counselor	559 827 8018	
Bertha	Tello	MO	Counselor	559 917 1681	559 313 3878
David	Terrel	MO	Athletic Director	559 331 0026	
Gretchen	Vander Tuig	MO	Psychologist	559 331 1890	
Steve	Ramirez	Alt Ed	Principal	559 936 4245	559 635 4668
Richard	Torrez	Alt Ed	Dean of Students	559 905 8933	
Susan	Meadows	Alt Ed	Psychologist	559 999 0527	559 981 2563
Liz	Rocha	Alt Ed	Counselor	559 679 3355	559 99 6043
Dereck	Domingues	SVCHS	Principal	559 269 9383	
Veronica	Covert	SVCHS	Counselor	559 967 4160	
Larriann	Torrez	TAS	Director	559 920 0664	
Rosa	Vargas	TAS	Counselor	559 445 1691	
Sylvia	Silva	TAS	Director of Vocational Nurse Ed	559 731 4882	
Wendi	Powell	ACHS	Principal	559 901 5622	
Sara	Zakarian	ACHS	Dean of Students	310 279 8713	
Abel	Loza	ACHS	Counselor	559 361 3790	
Roxanne	Bernard	ACHS	Psychologist	559 496 9991	
Dan	Dutto	Farm	Director Ag Program	559 331 7091	

Feeder School Emergency Contact List 2019-2020

Primary Feeder School Contact:						
<u>Feeder School:</u>	<u>Name:</u>	<u>Title:</u>	<u>Cell #:</u>	<u>Home #:</u>	<u>Work /Cell #:</u>	<u>Email Address:</u>
Buena Vista School District	Carole Mederos	Supt/Principal	559 732-7162	559 686-9470		cmederos@buenavistaeagles.org
Liberty School District	Keri Montoya	Supt/Principal	559 786-3349			kmontoya@liberty.k12.ca.us
Oak Valley Union School Dist	Heather Pilgrim	Superintendent	559 936 2657			h.pilgrim@oakvalleyschool.org
Palo Verde Union School Dist	Phil Anderson	Superintendent	559 972-8804			Phil@palo-verde.k12.ca.us
Pixley Union School Dist	Montgomery Dunbar	Superintendent	559 930 5150			mdunbar@pixley.k12.ca.us
St. Aloysius	Holly Zamora	Principal	559 972 6207			hzamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	559 972-7320	559 686-0436		terri.rufert@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	559-804-6611			sbettencourt@tipton.k12.ca.us
Tulare Joint Union HS District	Tony Rodriguez	Superintendent	559 901-9458	559 686-1580		tony.rodriguez@tulare.k12.ca.us
Tulare City School District	Brian Hollingshead	Superintendent	559 967-8219	559 685-0933	559 805-9465	bhollingshead@tcsd.k12.ca.us
Waukena Jt Union School Dist	Deanna Cardoza	Superintendent	559 805 5373			deannac@waukena.k12.ca.us
Alternate Feeder School Contact:						
<u>Feeder School:</u>	<u>Name:</u>	<u>Title:</u>	<u>Cell #:</u>	<u>Home #:</u>	<u>Alternate #:</u>	<u>Email Address:</u>
Buena Vista School District	Dana Milanesio	Business Manager	559 936-2845	559 688-6182		dmilanesio@buenavistaeagles.org
Liberty School District	Terri Shirk	Business Manager	559 280-1333			tshirk@liberty.k12.ca.us
Oak Valley Union School Dist	Matt Baxter	Principal	661 303 4522			mbaxter@oakvalleyschool.org
Oak Valley Union School Dist	Marvin Sanders	MOT Director	559 719-0821			
Palo Verde Union School Dist	Rose Machado	Assistant Principal	559 358-0998	559 688-0800		Rmachado@palo-verde.k12.ca.us
Pixley Union School District	Joel Munoz	Director, Maint & Oper	559 936-2381			
St. Aloysius	Lani-Kay Silva	Bookkeeper			559 686-6250	lsilva@sastulare.com
Sundale Union School District	Cindy Gist	Principal	559 331-4092			cindy.gist@sundale.org
Tulare City School District	Philip Pierschbacher	Asst Supt/Personnel		559 687-9521	559 805-9370	ppierschbacher@tcsd.k12.ca.us
Tulare Jt Union HS Dist	Barbara Orisio	Asst Supt/HR	559 303-8408			barbara.orisio@tulare.k12.ca.us
Tulare Jt Union HS Dist	Tammy Aldaco	Asst Supt/Student Services	559 730-6329			tammy.aldaco@tulare.k12.ca.us
Tulare Jt Union HS Dist	Lucy Van Scyoc	Asst Supt/Curriculum	559 679-7192			lucy.vanscyoc@tulare.k12.ca.us
Waukena Jt Union School Dist	Loretta Myers	Business Manager	559 740-8175			lorettam@waukena.k12.ca.us

**STUDENT CARE EMERGENCY/DISASTER
SIGN-OUT ROSTER FORM for EMERGENCY/DISASTER PREPAREDNESS**

Please complete upon release of a child from an emergency/disaster evacuation site.

A best practice recommendation is to have only one person/staff release the children program wide.

Program Roster Childs Name	Class	Time Picked Up	Picked Up by Whom	Destination
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

Prevention of Illness and Communicable Diseases:

School Personnel are expected to incorporate the instruction of ways to prevent the spread of the common cold, flu, and other communicable diseases. This includes the teaching of appropriate hand washing techniques, good sleeping, exercise, and eating habits, procedures for disposing of contaminated tissues, and appropriate techniques to use for coughing, sneezing, etc.

Medical Emergencies:

Accidents:

I. Check –What happened (fall, fight, sport injury, etc.)?

- Do not move victim if a fall from significant height has occurred
- Assess victim for bleeding
- If unconscious, check for breathing and pulse

II. Call – For assistance from adult office personnel

- Use radio
- Send a pair of students – direct them to return and report to whom they gave information.

III. Care – First aid as necessary until help arrives.

- Do not carry a child to the office. Get an office chair with wheels for transport.
- Office personnel shall give first aid if needed.
- If, in the judgment of the office personnel the victim needs additional emergency care, the Emergency Card on file will be used in order to reach a parent or an authorized person to pick up the child and/or access further medical assistance.
- In the event that the injury is serious and needs immediate attention and/or the victim's parent or other authorized persons on the Emergency Card cannot be reached, office personnel are authorized to call 911 for emergency assistance.
- An Accident/Incident report will be completed and filed, and a copy sent with the victim.

Illness - General:

I. Check – Patient's temperature should be taken; an overall assessment of the student made by communication with the student and observation by the caregiver.

II. Call – Parent will be called if student has a fever of 100 degrees or higher; has sore throat or cough; has symptoms that impede learning at school; has symptoms that indicate he/she is contagious to others in the school environment.

III. Care – Patient should be isolated from peers and made as comfortable as possible.

The student's emergency information should be accessed and followed. If no contact can be made to have the child picked up, the school office staff will keep the child in the health office, and if warranted, contact the physician listed on the emergency to determine the most appropriate course of action.

Illness – Communicable Diseases:

The same procedure as those for General Illnesses (above) is to be followed.

Cases of certain communicable diseases must be reported to other families whose children attend the same class or program. The following diseases must be reported and necessary precautions taken immediately: Meningitis, strep, scarlet fever, infectious hepatitis, head lice, scabies, measles and mumps. The school office will send out the appropriate exposure notices, and direct the person in charge to send home the appropriate exposure notices as well.

Automated External Defibrillator



Automated External Defibrillators (AEDs) needed to diagnose life-threatening cardiac arrhythmias and ventricular tachycardia and treat a patient through the application of electrical therapy which stops the arrhythmia, allowing the heart to re-establish an effective rhythm.

The AED is located at 351 North K Street in the following location:

- **Outside the Counseling Office**

The following staff have been trained to use the defibrillator:

Dereck Domingues

Veronica Covert

Corinna Gilbert

Air Pollution

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each district will be informed by the Regional or County Superintendent to abide by each standard:

AQI Values	Health Categories	Cautionary Statements for 8 – Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy Red Flag	Active children and adults, people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion

When notified of an AIR POLLUTION episode, Superintendent or Designee will:

1. Instruct employees to minimize strenuous physical activity.
2. Cancel any events requiring the use of vehicles.
3. Urge employees to minimize the use of vehicles.

Emergency Procedures

Bus Accident Procedure-bus Driver:

- ☐ Protect student passengers from injuries and the bus from further damage.
- ☐ Turn off the ignition, remove the key and activate the hazard lights.
- ☐ Check for conditions that could cause a fire.
- ☐ If conditions are safer outside the bus than inside, evacuate the bus.
- ☐ Do not leave students unattended or unsupervised.
- ☐ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- ☐ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- ☐ Do not discuss details of the accident with media.
- ☐ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- ☐ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- ☐ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal Or Designee):

- ☐ Dispatch a school representative to the accident location.
- ☐ School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- ☐ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- ☐ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- ☐ Ensure any special health information or medication for any injured student is sent to the hospital.
- ☐ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- ☐ Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- ☐ Initiate preparation of a media release and parent letter of explanation for the same day distribution.

Severe Weather Procedure

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until campus can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate the “Off-Campus Evacuation” procedure.

Off-Campus Evacuation Procedure Template

(Modeled after other Emergency Procedures in Crisis Response Plan)

Purpose:

The Off-Campus Evacuation Procedure is used to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

Administration:

- ☐ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.
- ☐ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- ☐ Determine the appropriate pre-designated relocation site and evacuation route.
- ☐ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- ☐ The school Incident Commander or designee will obtain the “***Off-Campus Evacuation Sites***” form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- ☐ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- ☐ Implement procedures for setting up the bus evacuation staging area.
- ☐ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- ☐ Direct staff to move students to the evacuation staging area for loading onto buses.
- ☐ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- ☐ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- ☐ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

Teachers and staff

- ☐ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
 - ✓ Ensure special needs students and staff are assisted. Request help if needed.
 - ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- ☐ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- ☐ Maintain control of your class.
- ☐ While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the Incident Commander or Student Accountability Group or other designee upon arrival.
- ☐ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may also be asked to implement the Teacher Buddy system and assist in staffing the site.

Utility Loss Or Damage Procedure

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

Loss of Utilities

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

Gas Leak - Indoor:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not re-enter the building(s) until fire or utility officials say it is safe

Gas Leak - Outdoor:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100’, more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of campus and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to re-enter the building(s) until fire or utility officials say it is safe!

Electrical System Damage Or Failure:

- ☐ If problem is in, or on, a school building and there is smoke or threat of fire:
 - ✓ Evacuate the building(s).
 - ✓ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not re-enter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will affect shut-down and repair as needed.

Water/Sewer Line Break

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to re-enter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

Suspension And Expulsion Policies

TULARE JOINT UNION HIGH SCHOOL DISTRICT

Legal Code Regarding Student Discipline: Education Code 48900 And Consequences

ALL PUPILS ENROLLED IN STATE PUBLIC SCHOOLS HAVE THE INALIENABLE RIGHT TO ATTEND CLASSES ON SCHOOL CAMPUSES THAT ARE SAFE, SECURE, AND PEACEFUL. A pupil shall be suspended from school or recommended for expulsion if the Superintendent or the Principal or the Principal's designee of the school in which the pupil is enrolled determines that while under the jurisdiction of the school, the pupil has:

- A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission to possess the item from a certified school employee, which is concurred in by the Principal or the designee of the Principal.
- C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or being detected in the immediate area (motel room, vehicle, etc.) of any controlled substance, alcoholic beverage or intoxicant while under the responsibility of the school and with knowledge of the presence of the substance.
- D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and 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. Stolen 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.
- I. Committed an obscene act or engaged in habitual profanity or vulgarity.
- J. 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.
- 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.
- L. Knowingly received stolen school property or private property.

M. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

N. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

P. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

R. Engaged in an act of bullying, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. Any student found to engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically towards a pupil or school personnel shall be suspended and a mandatory police report is made.

Bullying consists of one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.

S. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

T. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not

expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

U.As used in this section, "school property" includes, but is not limited to, electronic files and databases.

V.A superintendent of the school district 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.

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

.2 – engaged in sexual harassment

.3 - hate violence

.4 - harassment, threats, intimidation against a pupil or group

.7 – made terroristic threats against school officials or school property

A PUPIL WILL BE SUSPENDED OR EXPELLED for any of the above acts when that act is related to a school activity or school 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.

NEW LEGISLATION requires school personnel to contact the police department for any violation involving alcohol or drugs.

Policy For Notifying Teachers Of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). The following email is provided to inform all teachers (4) four times each school year:

SAMPLE EMAIL:

Dear Staff,

The district is using Google Forms to notify teachers of the pupils that have been subject to suspension or expulsion. Please note, when taking attendance, a red “**SSA**” will appear next to the name of a student that has violated Education Code 48900 in the previous three (3) years - this information is also updated immediately after an offense has occurred. If you wish to know what code violations were committed, Technology created a 48900 report that is linked to the student password lookup. Attached is a link that will walk you through the process of looking up student password, or accessing the new 48900 report. You may also contact the Assistant Principal at your site if you have questions regarding a student.

<https://docs.google.com/document/d/1fwfs2GN-T3eBX35VUYECKnw3ye6XqaNrWK9pxAwrDAU/view>

Please complete the attached Google Form at your earliest convenience. A receipt will be sent when you complete this task.

Thank you in advance for your cooperation.

SIERRA VISTA CHARTER HIGH SCHOOL
HOME OF THE MOUNTAIN LIONS

351 North K Street
Tulare, CA 93274
(559) 687-7384 Phone
(559) 687-7388 Fax

To: ALL CERTIFICATED STAFF
From: **Principal's Office**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- (C-1) possessed/sold/furnished firearm
- (C-2) brandished a knife at another person
- (C-3) sold a controlled substance
- (C-4) committed/attempted to commit sexual assault or sexual battery
- (C-5) possession of an explosive
- (A-1) caused serious physical injury to another person (needed medical attention)
- (A-2) possessed any knife or other dangerous object
- (A-3) possessed a controlled substance
- (A-4) committed robbery or extortion
- (A-5) committed assault or battery upon a school employee
- A – altercations, fights
- B – sold/furnished a knife or dangerous object
- C – use/under influence or possession of a small amount of drugs or alcohol
- D – Look alike substance (offered/tried to sell)
- E – attempted to commit robbery or extortion
- F – caused/attempted to cause damage to school or private property
- G – stole/attempted to steal school or private property
- H – possessed or used tobacco or nicotine products
- I – committed an obscene act or engaged in habitual profanity or vulgarity
- J – possessed drug paraphernalia
- K – disruption of school activities or defiance
- L – knowingly received stolen property
- M – possession of an imitation firearm
- O – harassed/threatened/intimidated a complaining witness
- P – offered or sold/attempted to sell prescription drug Soma
- Q – engaged/attempted to engage in hazing
- R- engaged in act of Bullying
- S – aiding or abetting in the infliction of physical injury
- .2 – engaged in sexual harassment
- .3 - hate violence
- .4 - harassment, threats, intimidation against a pupil or group
- .7 – made terroristic threats against school officials or school property

If you have any questions or want more information, please see Dereck Domingues, Principal

Discrimination and Harassment Policy

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

California's Education code specifically prohibits discrimination and harassment against students and staff in schools on the basis of ethnic group identification, race, national origin, religion, color, mental or physical disability, actual or perceived sexual orientation or gender identity. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act. An important part of this intent is to prevent sexual harassment in the work and educational setting.

The Tulare Joint Union High School District will not condone, permit, or tolerate sexual harassment of employee or students in any manner whatsoever. Persons engaging in such harassment may be subject to discipline up to and including discharge or expulsion. Tulare Western High School will not tolerate sexual harassment of any student by any other student or district employee. Any case of harassment should be reported immediately to a school administrator.

Sexual Harassment Definitions

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
- (2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.
- (3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- (4) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school district.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

- (1) The campus or school grounds.
- (2) Properties controlled or owned by the school district.
- (3) Off-campus, if such activity is sponsored by the school district or is conducted by organizations sponsored by or under the jurisdiction of the school district.

Sexual harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, the California Fair Employment and Housing Act and its regulatory guidelines, the California Education Code and District Board Policy.

Violation of this policy shall constitute, generally, just and reasonable cause to discipline, up to and including termination or expulsion, and shall constitute, specifically, persistent violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the governance of the District by the Board of Education of the Tulare Joint Union High School District under Education Code section 44932, subdivision (g).

COMPLAINT PROCESS: Employees or students believing that they have been subjected to sexual harassment or other forms of discrimination should bring his/her complaint to the attention of his/her immediate supervisor or the District's Affirmative Action Officer at the District Office, his/her teacher, counselor or school administrator.

Internal: To accommodate the unique nature of sexual harassment complaints, an internal process is provided for the primary purpose of resolving a complaint at the earliest possible date while protecting the confidentiality of the parties. In order to do this, the District Personnel Division will commence an investigation of each and every claim as expeditiously as possible following receipt. As part of this investigatory process, the District will:

- a) If the complainant is not satisfied with an informal attempt to resolve the matter and wishes to pursue it more formally, obtain a factual written statement of the complaint for the District Superintendent, his designee, or other department heads, site managers, etc., as required on a need-to-know basis.
- b) Obtain from the Associate Superintendent, Personnel, or his designee, authorization to investigate the complaint, review factual information collected to determine whether the alleged conduct constitutes sexual harassment — giving consideration to the record as a whole and the totality of circumstances — including the nature of the sexual advances and the context in which the alleged incidents occurred. At all times, information will only be shared on a need-to-know basis and confidentiality will be protected.
- c) Counsel the individuals involved and outline options available to them.
- d) Take or authorize appropriate action as defined by the Associate Superintendent, Personnel.
- e) Report to the individuals directly involved in the case as to the findings of any investigation and action taken.

External:

- a) If the complaint is not adjusted to the satisfaction of the employee or student in the internal complaint process, Title IX or other complaint forms are available for filing a formal complaint.
- b) Depending on the circumstances of the complaint, any steps of the internal process may be waived and the external process initiated at the appropriate step.
- c) As an alternative to these procedures, employees may contact the Office of California Department of Fair Employment and Housing (DFEH)

Employees or students should initiate complaints in a timely fashion. It should be noted that the District wishes to know of any complaint alleging sexual harassment as soon as possible after it occurs.

It is unlawful for the District to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment or academic decisions, fail to treat impartially in the context of any recommendation for subsequent employment or decisions in regard to academic conditions or otherwise deny any employment or academic benefit to an individual because that individual has filed a complaint alleging harassment.

Efforts will be made to protect the privacy of parties involved in the complaint process and will be shared only on a need-to-know basis and will not be considered public record or otherwise available to the general public.



Transgender And Gender Nonconforming Students

TULARE JOINT UNION HIGH SCHOOL DISTRICT Ensuring Equity and Nondiscrimination District Guide

Purpose: The purpose of this district guide is to advise schools regarding issues relating to transgender and gender nonconforming students in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

The guide does not anticipate every situation that might occur. It does offer suggested approaches to specific instances when the protections or the Safety of transgender and gender nonconforming students may come into question.

Definitions: The following definitions apply:

“Transgender students” refers to students whose gender identity is different than from their sex at birth, and whose gender expression is different from the way males or females are expected to look or behave.

“Gender identity” refers to one’s understanding, interests, outlook, and feelings about whether one is female or male, or both, or neither, regardless of one’s biological sex.

“Gender expression” refers to the way a person expresses her or his gender, through gestures, movement, dress and grooming.

“Gender Nonconforming Students” refers to students that have a gender expression that does not conform with stereotypical expectations, for example, “feminine boys,” “masculine girls,” and students who are androgynous. Another example might be the boy who comes to school in clothing that some might perceive as “girls,” or the girls that might be perceived as “boys”.

Note: The definitions provided are not meant to label a student but are intended as functional descriptors.

Guidelines: The following guidelines will be followed in the district:

Issues of Privacy:

All persons, including students, have a right to privacy; this includes keeping a student’s transgender status private. Therefore, school personnel will not disclose a student’s transgender status to others, including parents, and/or other school personnel, unless there a specific “need to know.”

Whenever discussing a particular issue such as conduct, discipline, grades, attendance, or health with a transgender or gender nonconforming student, focus on the conduct or particular issue, and not on any assumptions regarding the student’s actual or perceived gender identity. When school personnel must contact the parents of a transgender or gender nonconforming student, “best practice” will dictate that the student should be consulted first to determine an appropriate way to reference the student’s gender identity.

Official Records:

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil and the pupil's sex. The District will change a student's official records to reflect a change in legal name or gender that has been changed pursuant to a court order. If a student indicates to school personnel that he or she wishes to be addressed by a name corresponding to his or her gender identity, that name may be entered in the "Alias" field of Aeries. This will serve to inform teachers of the name to be used when addressing the student.

Names/Pronouns:

Students are to be addressed by a name and pronoun that corresponds to the gender identity that the students consistently assert at school. Students may request to be addressed by their "preferred name" (and preferred pronoun) that corresponds to their identity without obtaining a court order or without changing their official records. This reference guide acknowledges that inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur, but it does not condone an intentional and persistent refusal to respect a student's gender identity.

It is strongly suggested that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at conferences with the student's parents. In cases where students and parents may be in disagreement about the name and pronoun to be used at school, school administrators may refer families to appropriate outside counseling services.

Restroom Accessibility

Schools may maintain separate restroom facilities for male and female students. At the discretion of the school administrator, a student may be provided access to a restroom facility that corresponds to the gender identity that the student consistently asserts at school. If the student and administrator feel that there is a reason or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative restroom such as a single stall "unisex" restroom or the health office restroom. In all instances, decisions about alternative restroom use should be governed by the school administrator's judgment concerning the safety and best interests of the student in question.

Locker Room Accessibility

Schools may maintain separate locker room facilities for male and female students. Schools may, however, provide a student access to a locker room facility that corresponds to the gender identity that the student consistently asserts at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:

1. Use of a private area (i.e., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom).
2. A separate changing schedule (either utilizing the locker room before or after the other students).

Sports and Physical Education Classes

Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Participation in competitive athletic activities and contact sports are to be resolved on a case-by-case basis and follows CIF regulations.

Dress Codes

Dress code should be applied uniformly to all students. However, a transgender and/or a gender nonconforming student has the right to dress in accordance with the gender identity that the student consistently asserts at school, within the constraints of the school's dress code, as it relates to health and safety (e.g. prohibitions on wearing gang symbols, regalia, and apparel).

Transferring a student to another school

School sites must ensure that transgender or gender nonconforming students are being provided a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence that threatens students is given immediate attention (i.e. investigating the incident, and, if appropriate, determining and enforcing corrective actions). In general, schools should endeavor to keep transgender or gender nonconforming students at their school site.

Although the remedy or response to a transgender or gender nonconforming student who is being discriminated against or harassed should not be an "automatic" opportunity transfer to another school, the request for a school transfer shall follow all established district policies on Intra-district transfers.

Schools may not offer a transfer to another school on the inaccurate assumptions that a transgender or gender nonconforming student "should expect to be harassed," or "has brought the harassment upon themselves by being open about their gender identity."

Discrimination/Harassment

Complaints alleging discrimination or harassment based on someone's actual or perceived transgender or gender nonconforming identity are to be handled in the same manner as other discrimination/harassment complaints.

The Tulare Joint Union High School District strives to provide a safe and secure environment at all sites. Staff and administrators will treat every student as the gender with which he or she identifies, protect the safety and privacy of all students, and aggressively combat all forms of illegal discrimination. The district will ensure to educate the school community of these guidelines.

Grievance Procedure For Harassment And Discriminatory Intimidation

PURPOSE:

To define the Tulare Joint Union High School District's policy on the prohibition and prevention of harassment and discriminatory intimidation in District employment and academic status or progress.

DEFINITION:

Harassment, as differentiated from sexual harassment, includes acts by one or more persons on another that repeatedly torment, pester, persecute, or otherwise persistently trouble to the point of causing extreme anxiety, frustration, anguish or fear of harm. These acts may be physically or verbally threatening as would be determined by a reasonable person's standard.

It is the intent of the District to provide a working and educational environment for all individuals which is free of harassment and discriminatory intimidation whether based on race, color, religion, sex, age, national origin, handicap or veteran status. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act.

The District will not condone, permit or tolerate harassment or discrimination against employees or students in any manner whatsoever. Persons engaging in such harassment or discrimination may be subject to discipline up to and including discharge or expulsion.

The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of harassment or discriminatory intimidation, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The District acknowledges and respects student and employee rights to privacy. Harassment and intimidation complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential, except to the extent necessary to carry out the investigation or proceedings as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The District recognizes that informal conferences can often lead to an early compromise agreeable to all parties in a dispute. Whenever all parties to a complaint agree to try resolving their problem through an informal process, the Superintendent or designee shall determine the process before beginning a formal compliance investigation.

The procedure for filing and investigating complaints is as follows:

Step 1 - Filing of Complaint:

Any individual, public agency or organization may file a written complaint of alleged intimidation or harassment. The complaint shall be presented to the Superintendent or designee, who will then give it to the administrator assigned to complaint investigations. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint.

Complaints alleging unlawful discriminatory intimidation may be filed by a person who alleges that he/she personally suffered unlawful discriminatory intimidation or harassment, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discriminatory intimidation or harassment. The complaint must be initiated no later than six months from the date when the alleged intimidation occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation:

Within ten days of receiving the complaint, the investigating administrator shall informally discuss with the complainant the possibility of an informal meeting between the complainant and the employee named in the complaint. If all parties agree to meet, the investigating administrator shall make all arrangements for this process.

If the informal process does not resolve the problem within the parameters of law, the investigating administrator shall proceed with his/her investigation of the complaint.

Step 3 - Investigation of Complaint:

The investigating administrator shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful, informal attempt to resolve the complaint. This meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the investigating administrator and the complainant may ask other individuals to attend this meeting and provide additional information.

When the investigation is completed, the findings will be communicated to the complainant. If not satisfied with the results of the investigation, the complainant will be told of his/her right to bring harassment or discriminatory intimidation cases before the Department of Fair Employment and Housing or the Board of Trustees in closed session.

Dress And Grooming Policy

TULARE JOINT UNION HIGH SCHOOL DISTRICT

Administrative Regulation 5132(a)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

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

In addition, the following guidelines shall apply to all regular school activities:

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency, safety, and good taste as deemed appropriate by school administration.

1. Footwear must be worn at all times
2. Any apparel, jewelry, accessory, notebook, backpack, or manner of grooming, which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in gangs, advocates drug use, violence, disruptive behavior or is offensive is prohibited. A behavior contract is enforced based on gang associated activities.
3. Caps and hats are not permitted on campus. From November 1st to March 1st, beanies will be allowed outdoors and must be:
 - Free of designs other than district/school logos
 - Free of any gang affiliation
 - Free from advocating any alcohol, drug, or tobacco product

Any beanie not deemed appropriate by a school administrator will be confiscated.

Upon approval by site administration and for sun protection, students are allowed to wear a full brim hat that is constructed of cotton or canvas material, capable of being folded up while in the classroom.

These hats must be:

- Free of any type of logo or writing
 - Solid white or khaki color
 - Removed upon entering building
4. See-through, bare midriff, fishnet blouses, spaghetti strap tops (straps must be one (1) inch or wider), low cut, revealing tops, muscle shirts, strapless tops, off-the-shoulder and undershirts are prohibited. Shirts cut low under the arm will not be acceptable. No student may wear clothing that contains words that are suggestive or has suggestive double meanings of lewdness, obscenity or vulgarity. Clothing advertising alcohol, drug or tobacco products is prohibited.
 5. The length of shorts must be within the bounds of decency and in good taste as appropriate for school. All shorts, skirts, and skorts must reach mid-thigh. Biker shorts shall not be worn as outer garments.

6. Any clothing, hairstyle, piercings, or styles of dress that may cause a threat, have a negative effect, or disrupt the educational process will not be permitted.
7. Shirts must be worn at all school activities including sporting events. Bare midriffs will not be allowed.
8. No baggy or sagging clothes are permitted. Pants must fit at the waist, hips, crotch and thighs. Belts must be tucked into the pant loop. No inappropriate holes or frays will be permitted.
9. Bandanas are not allowed at school or at school-sponsored events.
10. Towels, T-shirts, folded shirts or any other clothing article cannot be worn around the neck, draped over the shoulder, or hanging from the pocket.
11. Heavy chains that may pose a danger are prohibited.
12. Sports jerseys are not allowed on campus other than those with district/school logos effective 2014-2015.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

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

(Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

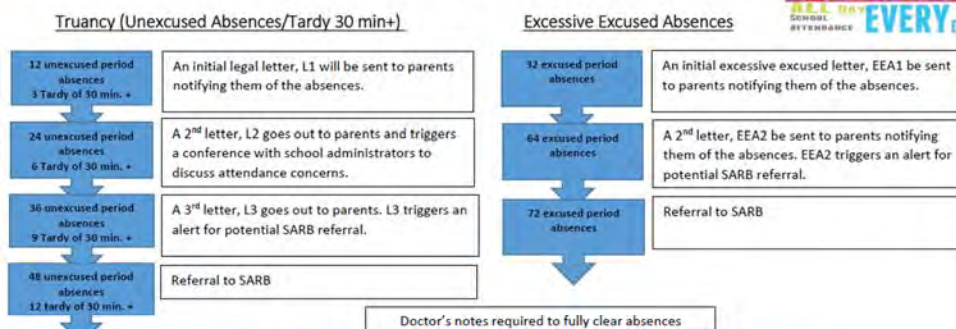
Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

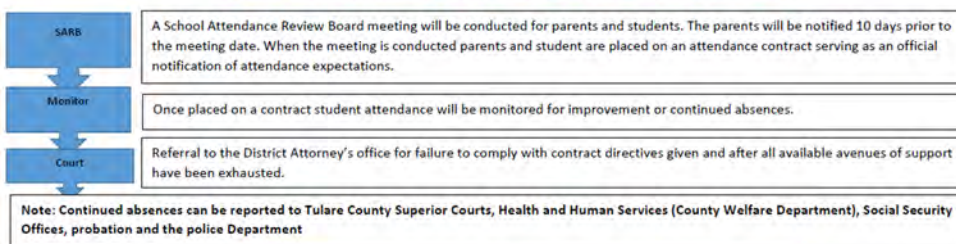
Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

SARB

TJUHSD Attendance/SARB Process for Parent:



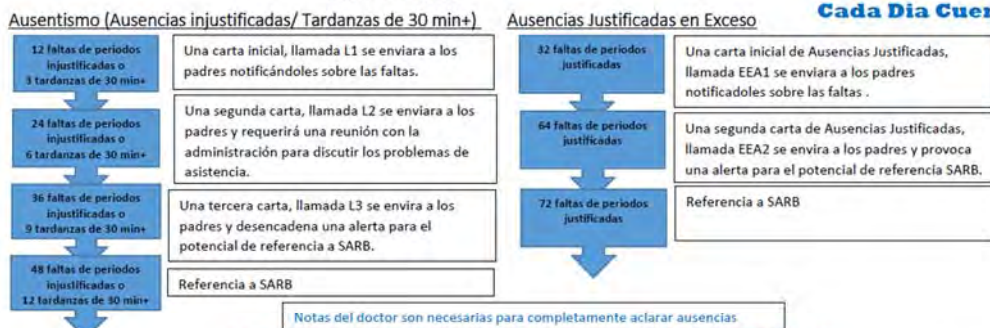
Student Attendance Review Board (SARB) Process



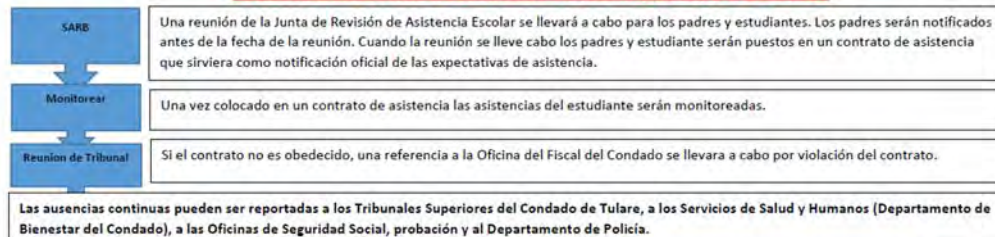
All Absences Subject to the California Department of Education Ed Code Laws

Ed Code: 48263. If any minor pupil in any district of a county is a habitual truant, or is irregular in attendance at school, as defined in this article, or is habitual insubordinate or disorderly during attendance in school, the pupil may be referred to a school attendance review board or to the probation department for services if the probation department has elected to receive these referrals.

TJUHSD Asistencia/Proceso de la Junta de Asistencia Escolar (SARB) Para Padres



Proceso de la Junta de Asistencia Escolar (SARB) para Padres



Todas las ausencias están sujetas a las Leyes Del Código Educativo del Departamento de Educación de California

Código Ed. 48263. Si cualquier alumno menor en cualquier distrito de un condado es un ausente habitual, o es irregular en la asistencia a la escuela, tal como se define en este artículo, o es habitual insubordinado o desordenado durante su asistencia a la escuela, el alumno puede ser referido a una escuela junta de revisión de asistencia o al departamento de libertad condicional para servicios si el departamento de libertad condicional ha elegido recibir estas referencias.

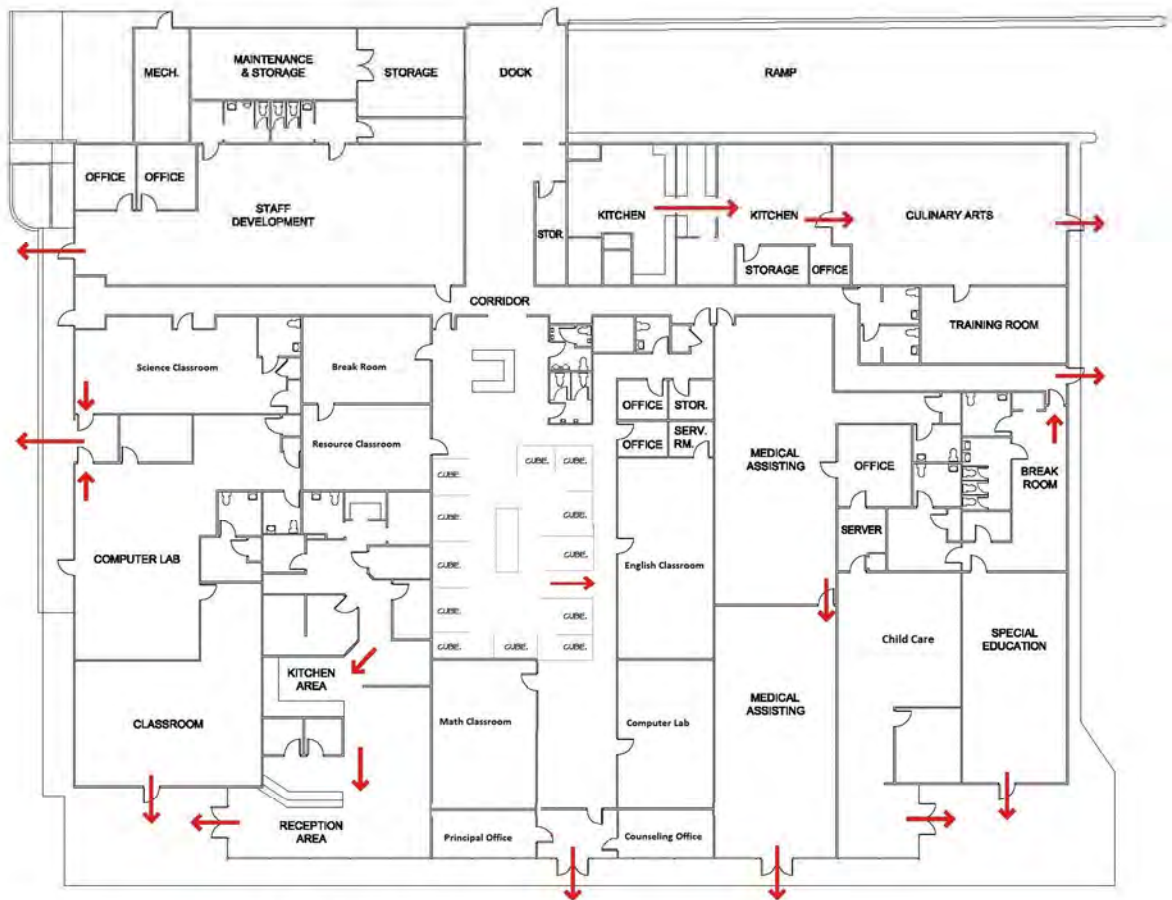
Safe Ingress And Egress Procedures

Safe Ingress/Egress of Pupils, parents, and school Employees

Safety of students, parents, and school personnel begins with the access to the school site. The following District rules have been instituted to support a safe environment for all:

- All visitors and students entering our campus are to sign in at the school office and must be buzzed in by the Principal's secretary.
- All students are to exit and enter vehicles at the designated areas.

Sierra Vista Charter High School Campus Map:



Evacuation Plan

Sierra Vista Charter HS/Tulare Adult School - K Street Campus

Tulare Joint Union High School District



Ensuring A Safe And Orderly Environment: School Climate

At Sierra Vista Charter High School, we take great pride in having a safe and secure campus. Here are a few guidelines regarding school safety that all Sierra Vista students are expected to follow:

Any kind of threat made on our campus by anyone, either verbally or in writing, will be considered a very serious issue. Both the school and the police will become involved in the case. The admin team will utilize the Threat Assessment model to determine what kind of threat was made, the seriousness of the threat, the validity of the threat, and what necessary steps should be taken next. If necessary, the student may be suspended from school and the situation investigated for possible expulsion from the school district. Threats of any kind have no place on our campus.

It is against the criminal law and school law to bring any kind of weapon to school. This includes any kind of knife. The education code allows for a student to be expelled from school for bringing a weapon or any kind of dangerous object onto a school campus, if other means of correction cannot be successful. Expulsion will occur if a weapon or any dangerous object is found in the student's possession, in their backpack, in their locker, or in their car parked on campus. Furthermore, any student found in possession of a weapon or dangerous object will be arrested by the police.

We advise students to not jeopardize themselves or their education by violating either of these two guidelines.

We also ask for assistance and cooperation by communicating to a staff person if students hear or see anything that could threaten the safety of others on campus.

With everyone working together, our goal is that Sierra Vista Charter High School will continue to maintain a safe and secure campus.

School Climate Data Analysis And Action Plan

Data Analysis

Priority Area	Data Source	Justification
Priority One Gang Awareness/Prevention	Climate Survey Staff Observations Referral Suspensions	Gangs are prevalent in Tulare County and in Tulare County Schools where gang awareness and prevention have become a priority. Our goal is to keep the influence of gangs out of campus, to keep students safe and to create positive experiences for all students. All staff must realize the many reasons students join gangs and come up with prevention strategies, programs and services.
Priority Two Bullying Awareness/Prevention	Staff Observations Counseling referrals Aeries Data Sprigeo Reports	Creating and maintaining a safe learning and social climate at Sierra Vista Charter is crucial in ensuring all students have an equal opportunity for success. Bullying affects students' lives inside and outside of school. With the pervasiveness of technology, bullying is becoming more prevalent and harder to prevent.
Priority Three Drug/Alcohol Awareness Prevention	Counseling referrals Suspensions Expulsions Turning Point YSB	Statistics show that there is a high rate of teens involved in drugs and alcohol. Our goal is to keep students enrolled and involved to develop a strong sense of pride, school ownership, and self-worth to deter the involvement in drugs and alcohol in student lives.
Priority Four Strengthen student self-respect, student relationships to school and staff	Staff Observations Student involvement Character Counts Attendance data PBIS-Positive Behavioral Interventions and Support	Studies show that dropout rates are reduced and student success is increased when students have positive relationships with staff and take ownership of their school. Reducing violence can also be accomplished by creating an atmosphere of mutual respect and student respect and through good facilities and resources. Providing students with activities to get involved, increases positive experiences for the high school student. A PBIS team has been created to create, develop, and implement a comprehensive program.
Priority Five Increase the physical security of the campus.	Climate Survey Staff and students Observations	In keeping with the TJUHSD priority of creating and maintaining safe schools, the physical security of the campus will be increased by expanding upon existing efforts in order to provide a secure environment conducive to student learning.

School Climate Action Plan

Goal One: Develop a gang awareness prevention program

Objective One: Reduce the number of students affiliated with gangs and reduce incidents relating to gang activity by 10% by the end of the 2019-2020 school year.

Activities: Implementing student Reconnecting Youth program and creating staff awareness where staff will take more of a vested interest in creating positive relationships with students.

Goal Two: Create a bully and harassment free school.

Objective Two: Analyzing results from the student LCAP survey of students not feeling safe and having experienced some bullying.

Activities: Bully awareness and training of staff, counseling services, SPRIGEO, promoting the “S.T.R.O.N.G.” characteristics through PBIS.

Goal Three: Provide Drug and Alcohol Awareness Programs

Objective: Reduce the number of drug and alcohol incidents and suspensions by 20%

Activities: Turning Point counseling, Recovery Resources counseling, random drug testing for athletic programs, and counseling services.

Goal Four: Strengthen student self-respect and student relationships to school and staff.

Objective: To provide numerous opportunities for students to get involved in school, build relationships with other students and staff, and to take pride in their campus.

Activities: PBIS program, ASB student government, CAST for at risk students, Alternative Ed athletic programs, after school art program, student of the month, character counts, student birthday recognition, college visits, and student trips.

Goal Five: Increase the physical security of the campus

Objective: To provide a safe and secure campus for all students, visitors, certificated and support staff

Activities: Revolution one touch notification app, ShorTel phone system, video surveillance camera system, radio communication, AAA security guards, active shooter/violent intruder (ALICE) training, and Great California Shake Out.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N

Reconnecting Youth	Annual	Veronica Covert	LCAP	Site Based	Ongoing
Turning Point/YSB Counseling	Annual	Veronica Covert	Alcohol Prevention Funding/Student Funding	Site Based	Ongoing
Comprehensive Plan/Strategy	Annual	Dereck Domingues	N/A	District Wide	Ongoing
Advisory Group	Annual	Dereck Domingues	N/A	Site Based	Ongoing
Staff Awareness	Annual	Dereck Domingues	N/A	48900 Teacher Notifications	Ongoing
Student Surveys	Each Spring	Dereck Domingues	N/A	District Wide	Ongoing
Bullying/Harassment awareness education for students	Annual	Dereck Domingues	Safety Grant	District Wide	Ongoing
Active Shooter Next Step Training	Fall 2020	Dereck Domingues	LCAP	District Wide	Ongoing
Counseling Services	Annual	Veronica Covert Susan Meadows	LCAP	Site Based	Ongoing
Sprigeo	Annual	Dereck Domingues Veronica Covert	Safety Grant	Sprigeo Reports	Ongoing
PBIS Positive Behavioral Interventions and Support	Implemented Fall 2014	PBIS Team	PBIS Grant	Site Based	Ongoing
Mental Health/Behavior Workshops	Implemented Spring 2013	Dereck Domingues	Mental Health Grant	District Wide	Ongoing

Ensuring A Safe And Orderly Environment: Physical Environment

At Sierra Vista Charter High School, we take great pride in having a safe and secure campus. Listed below are areas that Sierra Vista Charter High School implements to ensure safety on the campus:

- Sierra Vista Charter High School has annual inspections of the physical plant. Maintenance reports of all infrastructure is up to date with state and federal regulations.
- Sierra Vista Charter High School has 23 working surveillance cameras to monitor campus safety, with two desktop video monitoring stations. Recent proposals have been submitted for additional cameras and updated hardware.
- The Administration, Principal's Secretary and Security Guard, have handheld two-way radios to communicate any issues regarding safety, monitoring, or maintaining the campus.
- In 2014, a full-time security guard was hired to monitor the campus throughout the school day. In 2017 another full time guard was hired to monitor the campus for a total of two guards all day.
- A full-time principal and counselor were added in 2015. The principal, counselor and staff work proactively with students to make good choices.
- Sierra Vista Charter High School has a campus supervision team that helps monitor the campus throughout the school day. This team includes the principal, counselor and security guard.
- Sierra Vista Charter High School is training administration and staff members in Crisis Prevention Intervention Training through the Tulare County Office of Education.
- All staff members have participated in Active Shooter Training with the Tulare Police Department. This training consisted of a "classroom" presentation of what to do in the event of an active shooter, as well as a hands on "walk of the campus" to discuss a variety of scenarios involving shooters on campus.
- All Sierra Vista Charter High School staff members participated in A.L.I.C.E. (Active Shooter/Intruder) training in September of 2019.
- Sierra Vista Charter High School has added additional fencing around the inner and outer perimeter of the campus. The inner perimeter remains locked and is monitored throughout the day by the security guard.

We also ask for assistance and cooperation by all stakeholders of Sierra Vista Charter High School campus to communicate any defects or issues they may see to administrative staff that could threaten the safety of others on campus.

With everyone working together, our goal is that Sierra Vista Charter High School will continue to maintain a safe, secure, and well-maintained campus.

Physical Environment Action Plan

Goal One: To create an aesthetically pleasing campus that will increase student ownership and reduce incidents of violence, encourage school spirit and pride, and where students feel safe and respected.

Objective One: By the end of the 2018-2019 school year, ideas will be generated and a plan will be in place to create a more aesthetic, student centered campus.

Activities: PBIS, Athletics, student computer lab, student hang out area, science/English/math/Resource classrooms, bulletin boards, student birthday wall, character counts recognition panel, Art/Athletics/Academics/recognition panels

Goal Two: Install a bell/alarm system to alert everyone in the building of an emergency situation.

Objective Two: By the beginning of the 2018-2019 school year use a bell/alarm system for crisis and emergency procedures.

Activities: Install and maintain ShorTel phone system, install Revolution one touch notification app on phones of administration, continue integration of phone system for staff notification through computers.

Goal Three: To maintain and expand the safety of a controlled system and discourage deviant behavior by increasing monitoring efforts by the summer of 2018.

Objective Three: Continue to add additional cameras/monitoring system to expand the viewing around the perimeter of the school and continue a structured check in/check out process for people entering and exiting the inner perimeter of the campus.

Activities: Purchase additional radios and maintain the current radios used by administration and supervision team, continue monitoring contract with Giottos Alarm Tech, renew campus security contract with AAA security.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Provide additional spirit activities and enrichment activities to involve more students	2019-2020 School year	SVCHS Staff	LCAP/ Grants	N/A	Ongoing
Install AlarmEmergency Alert System	Fall 2019	Dereck Domingues Chris Stevens	District Safety	N/A	Ongoing
Camera/monitoring system	Fall 2019	Dereck Domingues	District Safety	N/A	Ongoing

Policies and Procedures

Policy/Procedure	Compliance Y/N	Comments	Next Steps
Child Abuse	Y	Follow county regulations and board policy.	Report to Tulare County CPS. File written report.
Disaster/Crisis/ Earthquake	Y	Conduct disaster drills. That is monitored by Tulare Police and Fire Department.	Continue drills annually.
Suspensions and Expulsions	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Notification of Dangerous Pupils	Y	Receive information from county probation agencies.	Continue to adhere to rules and regulations annually.
Discrimination and Harassment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Dress Code	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe Ingress and Egress	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe and Orderly Environment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Rules and Procedures on Discipline	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Hate Crimes/Bullying Reporting	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Graduation and Attendance	Y	Follow Attendance and graduation policies	Continue adherence annually

Evaluation Of Action Plan

Effort and Process:

- Number of staff, students, families and others involved
- Number of hours
- Number of meetings

Impact:

- Reductions in:
 - School Crime
 - Suspensions
 - Expulsions
 - Referrals
 - Truancy
 - Negative perceptions
- Increase in:
 - Academics
 - Attendance
 - Positive climate
 - Positive outcomes

Appropriate Programs And Strategies That Provide School Safety

The Sierra Vista Charter High School safety program involves a range of a principal, counselor, psychologist, teachers, and classified staff that support the safety and welfare of all students.

Safety Staff:

Dereck Domingues, Principal
Veronica Covert, Counselor
Susan Meadows, Psychologist
Jackie Medeiros, Principal Secretary
Zach Rainey, Security Guard
Rosie Lopez, Security Guard
Andy Maldonado, Security Guard

Staff:

Corinna Gilbert, Wendy Miller, Katie Wilding, Tiffini Knight, Gloria Parke, Luis DaSilva, Christe Byerlee, Yvonne Luiz, Angela Hamilton, Gloria Hernandez

Support Staff:

Tulare Youth Service Bureau Counselor
Turning Point Counselor

Safety procedures are addressed and implemented every school year through the Student/parent Handbook and through the Registration/Orientation process. The Security Guard works with school administration and counseling to monitor and enforce school rules and regulations which includes supervision throughout the entire school day. Radios are utilized to ensure immediate communication with teachers, students, and staff at Sierra Vista Charter High School.

Administration and Counseling address issues on a student by student basis and work to promote safety of academic success at Sierra Vista Charter High School. Duties include monitoring and reinforcement of the requirements of school academic progress and school behavior.

If students need further assistance with behavior or issues, the Psychologist, outside counseling, and a reconnecting youth program are utilized to try to provide the most qualified intervention program for the students.

If counseling, discipline and intervention methods do not assist students on campus, referrals can be used to transfer students to alternative education sites in the district.

Visitors that come to the campus must check in with the secretary, sign a register, and given an identification tag with their name on the tag.

FIREARMS ON SCHOOL GROUNDS

Cautionary Notice: SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Board of Trustees is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 1112 - Media Relations)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. *School grounds* include, but are not limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference: (see next page)

FIREARMS ON SCHOOL GROUNDS (continued)

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Regulation
approved: June 23, 2016

TULARE JOINT UNION HIGH SCHOOL DISTRICT
Tulare, California

Discipline Procedures

Tulare Joint Union High School District

Discipline Code Summary

GENERAL AIMS

This summary of the revised Discipline Code of the Tulare Joint Union High School District is given to all of our parents and students. We want to make certain that students, parents and staff understand that school regulations governing discipline are based on written rules. Each staff member of the Tulare Joint Union High School District who works with students and parents has been given the opportunity to read and understand these rules and regulations.

This Discipline Code clearly spells out unacceptable actions by students against persons or property. It is also designed to protect the constitutional rights of students. In recent years the courts have emphasized the constitutional principle that students do have certain rights when they attend our schools. Such rights include freedom of expression, speech, and equal educational opportunity. Along with these rights come additional responsibilities on the part of the students. The staff of the school system will work with the students to help them understand their rights and responsibilities and to grow to maturity with additional respect for fairness, justice and truth.

When students are suspended or expelled from school or school activities, we take this action to protect the physical safety of other students or staff or to ensure that classroom instruction is continued without interference. The general safety, well-being, and educational goals of all students must be considered along with the rights and responsibilities of each individual.

Before a student can be suspended, a hearing by local school officials must be given to each student who has been accused of violating the Discipline Code. Parents or guardians must be notified by mail stating the specific acts for which the suspension was ordered. The parents will be invited to the school to discuss the matter.

California law permits suspension from school and school activities for a period of five days, except while waiting for action by juvenile court or the Board of Trustees, when time may be extended.

In expulsion cases, a full hearing is given to each student. This is held before a panel of administrators and teachers appointed by the Board of Trustees. The facts of each case are carefully reviewed in this hearing and findings from the administrative panel are presented to the Board of Trustees in executive session with a recommendation. Final action is taken by the Board of Trustees in open session.

The complete Discipline Code with its supporting data is a very long document. Copies are kept at each school and may be examined there by patrons and students. It is our hope that these rules and regulations will help our schools to carry on in the best tradition and without interrupting their main function - that of giving each student the best education possible. The complete California Education Code may be secured on the web at www.cde.ca.gov.

EXPECTED STUDENT BEHAVIOR

The Board of Trustees of the Tulare Joint Union High School District, in support of public education and the exercise of general supervision of the secondary schools of the District, believes that the conduct of students attending the high schools must establish an educational climate conducive for the furtherance of educational opportunities for youth and the promotion of learning.

To assure this aim, the people of the State have empowered local boards of education to regulate student conduct.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (E.C. 35291)

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (E.C. 48908)

There is a place and an appropriate educational program in our schools for every student interested in pursuing an education. The law requires attendance of youth between certain ages and the public

has, through numerous legislative enactments, expressed its will that educational opportunities shall be provided for all.

RULES AND REGULATIONS

The following conduct is not permitted. Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, provided that a pupil may be suspended for any of the reasons enumerated in E.C. Sections 48900 (a-s), 48900.2, 48900.3, 48900.4, 48900.7, 48901.5 and sections of 48915 upon a first offense.

a) The principal may recommend a pupil's expulsion for any of the acts enumerated in Section 48900 and in sections of E.C. 48915.

b) Upon recommendations by the principal or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated E.C. Sections 48900 (a-s), 48900.2, 48900.3, or 48900.4, 48900.7; and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others and that other means of correction are not feasible. The governing board shall order expulsion for violation of E.C. 48915 (c-1) to (c-5).

CAUSES FOR DISCIPLINARY ACTION

Violations relating to persons

ABUSE / HARASSMENT, THREATS OR INTIMIDATION (physical or verbal attack on district employee or student) (E.C. 44810, 48900 (a)(1), (a)(2), 48900 i and o, 48900.4, 48900.7; P.C. 71)

ASSAULT AND BATTERY (assault or battery upon another student or upon school personnel; threat of force or violence toward school personnel, at any time or place related to school attendance or functions) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), 48915 (c-2), (a-1), (a-2), (a-5); P.C. 240-243, 245)

BUS CONDUCT (continued disorderly conduct or persistent refusal to submit to authority of the driver) (C.A.C. 14103)

DEFIANCE, DISRESPECT, ETC. (insubordination or defiance toward school employees, either in language or action) (E.C. 48900 k; 48908)

ELECTRONIC LISTENING OR RECORDING DEVICE (It is the students' responsibility to make sure that all devices, including cell phones, are turned off and secure during the official school day. use of all electronic communication devices, without prior consent of the principal, is prohibited. (E.C. 51512, 48901.5)

EXTORTION / ROBBERY (taking possessions from another person by threat or force) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), e and g, 48915 (a-4); P.C. 240, 241, 524)

FIGHTING (involvement in fighting either in groups, gangs, or as an individual on school premises or elsewhere under authority of school personnel) (E.C. 32210, 44807, 44810, 48900 (a)(1), (a)(2), 48915 (a-1))

FORGING (forging notes, signatures, excuses or other school documents) (E.C. 48900 k; P.C. 470)

GAMBLING (any betting, gaming played with cards, dice, coins, or other items of value is prohibited) (P.C. 330)

HAZING / HATE VIOLENCE (committing any act that injures, degrades, or disgraces any fellow student or person attending the institution) (E.C. 32050-32051; 48900 q; 48900.3; 233) (Ref. 610R Admin. Code and AB 1785. See definition of hate violence in KHSD Discipline Code)

KEYS (illegal possession, unauthorized use or duplication of keys to school buildings or premises) (P.C.469)

RECEIVING STOLEN PROPERTY (knowingly received stolen school property or private property) (E.C.48900 l)

SECRET CLUBS (membership on school campus prohibited) (E.C. 48900 k)

SEXUAL HARASSMENT / ASSAULT (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting)(E.C. 48900.2, 212.5, 48915 (c-4))

STEALING (stealing school property or from persons while on school property or at school sponsored events)

(E.C. 19911, 35291, 44807, 48900 g; P.C. 484-485)

TARDINESS / TRUANCY (late to class; missing class(es) illegally) (E.C. 48260-48262)

VEHICLES (failure to observe posted traffic and parking regulations) (V.C. 21113, 42001)

OTHER OFFENSES (serious infractions of behavior standards, not identified above, inimical to the welfare of the school, including buildings, property, staff, students or other personnel during the school day or while in attendance at school functions) (E.C. 48212, 48900 (a)(1) to 48900 o, 48915)

VICTIMS OF VIOLENT CRIMES

Victims of violent crimes, while in or on school grounds, will have the option of an intra-district transfer. Incidents will be reviewed on a case by case basis to determine whether a student is the victim of a violent offense as provided for in the California *Penal Code*.

VIOLATIONS RELATING TO STUDENT DRESS

The District believes that appropriate dress and grooming contribute to a productive learning environment. 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 interferes with the educational process. Clothing and personal adornment styles change frequently and any "dress code" which explicitly defines acceptable school wear quickly becomes outdated. Therefore, Tulare Joint Union High School District school administrators have utilized the following general guidelines to make case by case judgments regarding appropriateness of school attire.

GUIDELINES

DISRUPTIVE CLOTHING / ADORNMENTS (Any clothing or adornment which causes reactions by other students causing the teacher to lose the attention of the students, to modify or cease instructional activities, or to deal with student confrontations or complaints.)

SLOGANS, ILLUSTRATIONS (Slogans or illustrations which promote the use and/or glorification of drugs, alcohol or tobacco are not acceptable. Profane, vulgar, racial, ethnic or sexist slogans or illustrations on articles of clothing also are not acceptable.)

REVEALING APPAREL (Any see-through apparel or attire which does not cover undergarments is not acceptable.)

DANGEROUS ATTIRE (Attire which may be used as a weapon may not be worn -- e.g.: steel-toed boots, chains, items with spikes or studs.)

"COLORS" (The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes or advocates membership in a group or gang which advocates drug use, racial or ethnic disharmony, or which advocates violence or other disruptive behavior, is prohibited.)

UNSAFE APPAREL (Any attire or adornment which creates a safety hazard for the wearer or others is prohibited. Included within this criteria is the expectation that all students will wear shoes.)

SPECIFIC CLOTHING REQUIREMENTS (Specific learning activities in shops, labs, on-the-job training in business/industry, or co-curricular activities may have additional clothing and appearance regulations.)

CLEANLINESS (All clothing should be reasonably clean.)

CONSEQUENCES OF DRESS AND GROOMING VIOLATIONS

First Violation - Home contact and the violator will be requested to change clothing, hairstyle or cosmetic.

Second Violation - Home contact and alternative to suspension or suspension if student refuses alternatives.

Third Violation - Home contact and suspension.

VIOLATIONS RELATING TO STUDENT EXPRESSION

LEWD OR LASCIVIOUS ACTS (engaging in or performing lewd or lascivious acts on school grounds or at school sponsored activities) (P.C. 314)

PROFANITY / VULGARITY (continual or habitual use of profanity or vulgarity) (C.A.C. 300; E.C. 48900 l)

VIOLATIONS RELATING TO CAMPUS DISTURBANCE

FALSE FIRE ALARMS (willfully tampers with any fire alarm equipment or deliberately sounds a false fire alarm) (E.C. 48900 k; P.C. 148.4)

LOITERING (persons on school premises unlawfully) (P.C. 653 g)

PICKETING (persons posted to affect the school) (P.C. 407, 409)

SIT-INS, WALK-ONS, ETC. (violations of rules governing lawful assemblage on school grounds or at school events; failure to disperse) (P.C. 407, 409, 416, 420 j, p, 626.2, 626.4, 626.6, 626.8)

TRESPASSING / FORCED ENTRY (trespassing or forced entry with respect to school buildings or school events) (E.C. 32210, 44810; P.C. 902 p, 626.8)

UNAUTHORIZED VISITORS (persons who come into any school building or onto any school ground or adjacent areas without lawful business thereon) (E.C. 44810; P.C. 626.8, 647 b, 653 g)

VIOLATIONS RELATING TO PROHIBITED ITEMS

ALCOHOL / INHALENTS (use or possession on school campus or at school sponsored events) (B. & P.C. 25608, 25658, 25662; C.A.C. 14251; E.C. 48900 c, 48915 (a-3); P.C. 647 e)

CHEMICAL SPRAYS (possession of or use of any chemical weapon) (E.C. 48900 b; P.C. 12403.7 (4))

DRUGS / NARCOTICS (use, possession or sale of narcotics or other hallucinogenic drugs or substances or any other controlled substances on school grounds or elsewhere under the authority of school personnel) (E.C. 48900 c, 48915 (a-3), (c-3); H. & S. C. 11350, 11353, 11354, 11357, 11359, 11361, 11377, 11378, 11380; P.C. 647 e)

Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in lieu of the substance. (E.C. 48900 d; H. & S. C. 11382)

DRUG PARAPHERNALIA (possession of, offered, arranged, or negotiated to sell drug paraphernalia) (E.C. 48900 j)

ELECTRONIC SIGNALING DEVICES (use of any electronic signaling device is prohibited during the official school day, except for health reasons when prescribed by a licensed physician and approved by school administration) (E.C. 48901.5)

TOBACCO (use or possession of tobacco or any products containing tobacco or nicotine products on school grounds or elsewhere while under the authority of the school) (E.C. 48900 h; 48901)

WEAPONS OR THREAT THEREOF (possession, sale or furnishing of any firearm (gun), knife, explosive, or other dangerous object of no reasonable use to the pupil at school, or at a school activity off school grounds) (C.C. 1714.1, 1714.3; E.C. 48900 b, 48915 (a-2), (c-1), (c-2); P.C. 245. 626.9, 626.10, 653 k, 12020, 12021.2, 12301)

Possession of an imitation firearm (gun). (E.C. 48900 m)

SEARCH AND SEIZURE (personal or private property on school grounds, adjacent to the school, or while under the authority of school personnel, is subject to search and seizure by school officials) (E.C. 493331; H. & S.C. 11364.7, 11471)

LASER POINTERS OR LASER DEVICES (possession, sale or the furnishing of any device that conducts a laser beam such as a laser pointer is strictly prohibited.) (E.C. 48900B)

VIOLATIONS RELATING TO PROPERTY

BOMB THREATS (false report that a bomb or other explosive has been placed in school buildings or on school grounds) (L.C. 3367; P.C. 148.1)

DEFACING OR DAMAGING SCHOOL PROPERTY (VANDALISM) (acts which endanger life of students, employees or visitors or result in damage to school buildings, school property including electronic files and databases or possessions of students, staff members or visitors; parent or

guardian is responsible for damages) (C.A.C. 305, C.C. 1714.1; E.C. 19910, 48900 f, 48904; G.C. 6201, 53069.5, 53069.6; P.C. 451, 452, 594, 594.5, 602 j)

FIRES, EXPLOSIVES OR THREAT THEREOF (fires or explosives which threaten or cause serious damage to human life or property on campus or at school sponsored events; parent or guardian is responsible for damages) (E.C. 48900 (a)(1), b, 48904, 48915 (a-2); H & S.C. 12304-12306; P.C. 451, 452)

DEFINITION OF TERMS

PROBATION: Placing a student on a trial basis because of prior conditions; must meet specified conditions for a given period of time.

TRANSFER TO ANOTHER CLASS / SCHOOL: A student may be transferred to another class in the same school. A student may be transferred to another school; this decision follows a hearing at the school, or district office.

DETENTION: Keeping a student in custody for a defined period of time in special rooms under staff supervision.

PARTICIPATION DENIAL: Preventing the student from participating in school activities.

SUSPENSION: Temporary denial of class and/or school attendance for causes of action committed on school property, school buses, at school functions, or elsewhere. Usually students are referred by teachers to the appropriate administrator for disciplinary actions if the students are unresponsive to normal classroom and/or school expectations of behavior.

EXPULSION: Action by the Board of Trustees to deny the right of school attendance with a time limit. (E.C. 48915-48918)

EXEMPTION: Action to eliminate the requirement of compulsory school attendance; not related to misconduct. (E.C. 48220, 48221, 48410)

EXCLUSION: Action by the Board of Trustees to discontinue attendance for either a definite or indefinite period of time. (E.C. 46010.5, 48211, 48212)

EXTRA-CURRICULAR ACTIVITIES

Participation and/or attendance at extra-curricular activities is considered a part of the educational program for students. Participants carry extra responsibilities as representatives of their schools. Student conduct rules also apply to extra-curricular activities. Penalties in most cases will require some loss of participation privileges. Disciplinary action procedures outlined in the adopted code will be followed by the member schools in order that each case might be evaluated individually as prescribed by the Board. A summary of the Athletic and Activity Control Code with a more detailed explanation of the rules and regulations is included in this document. A complete draft is available at your school site.

STUDENT EXPRESSION

Students have the right to exercise free expression; however, student expression, assemblage and/or publication distribution shall not materially disrupt class work, involve substantial disorder, or invade the rights of others. The Board of Trustees has adopted regulations establishing the time, place and manner for these activities as related to class schedules and physical campus arrangements in each school.

ENFORCEMENT

The certificated staff of the schools and the district shall enforce all school regulations as prescribed by law and Board regulations. The administration of each school shall enforce the Board adopted regulations to maintain proper conditions for the safety, health and physical well-being of all persons on campus and elsewhere while engaged in school-sponsored activities.

Suspension of students will be ordered by the principal after the appropriate notice and hearing have been given students. Expulsions may be ordered by the Board of Trustees when charges are substantiated after a proper hearing.

Should the student be expelled by the Board of Trustees of the Tulare Joint Union High School District, the action may be appealed by the student or parent to the County Board of Education.

The Tulare Joint Union High School District police force provides armed, POST-certified police officers at all comprehensive school sites. Also on campus are anywhere from one to two adult security team members. As such, only the Tulare Police Department and Tulare County Sheriff's Office constitute larger police agencies in Tulare County.

RIGHTS AND RESPONSIBILITIES

In our form of government the judicial system interprets the law and its applications and orders compliance with its interpretations. Judicial decisions have constantly supported the authority of the State and of school officials to prescribe and control conduct in the schools. This has been extended from control of students while on the school grounds to also maintaining order at other events, such as athletic contests. In recent years, however, the courts have recognized the student's legitimate right to a public education which is protected by the Due Process Clause of the Constitution of the United States. This right cannot be taken away for misconduct without adherence to the minimum procedures required by that clause.

The U.S. Supreme Court has made clear that students cannot collide with the rights of others without expecting a penalty. "But conduct by the student, in class or out of it, which for any reason - whether it stems from time, place, or type of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech."

The role of the parent continues to be of primary importance in the education and control of the student. Parents are encouraged to help their youngsters by stressing the importance of a sound education and by forming a cooperative partnership with the schools to help guide and influence the education of the youngsters.

REFERENCE ABBREVIATIONS

B. & P.C.	- Business and Professions Code	G.C.	- Government Code
C.A.C.	- Calif. Administrative Code, Title 5	H. & S.C.	- Health and Safety Code
C.C.	- Civil Code	L.C.	- Labor Code
E.C.	- Education Code	P.C.	- Penal Code
		V.C.	- Vehicle Code

~~THE COMPLETE DISCIPLINE CODE IS AVAILABLE FOR YOUR INSPECTION AT EACH SCHOOL.~~

The Discipline Code was adopted by the Board of Trustees of the Tulare Joint Union High School District on July 15, 2009

Hate Crime Policies And Procedures

The Tulare Joint Union High School District Administrative Code addresses hate motivated behavior in Article 600 R

613.7 Hate Motivated Behavior

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

Intervention Procedures

Services available to students in need/crisis situations:

There are a variety of services available to students in crisis, depending on severity of need:

1. If a student threatens to harm him/herself: the counselor or psychologist will assess the situation (does the student have a plan, do they have access to weapons, etc), notify parent, and contact Tulare Youth Services Bureau Crisis Intervention Team.
2. If a student threatens to harm others: school site administration and psychologist will conduct a threat assessment per district guidelines, and involve school SRO or contact police as needed.
3. If a student has been the victim of sexual abuse: the counselor or psychologist will contact TYSB sexual abuse unit.
4. If a student is being hurt by someone in their family: contact Child Welfare Services.
5. If a student fears for his/her life: counselor/psychologist will assess the situation and determine the specifics, contact administration on-site, notify parents, and follow through with appropriate steps as necessary for the given situation. (i.e. contact police, CWS, conduct threat assessment, etc.)
6. In the event of a death/loss/tragic event on campus: every campus offers counseling sessions involving counselors and school psychologist.
7. If the case is not severe enough to warrant immediate action, or if student requires routine follow-up or additional support, the following are examples of services available on campus:
 - a. TYSB – therapists are on each campus one day per week.
 - b. Turning Point – drug/alcohol intervention program sessions are available to students.
 - c. Campus Chaplains on campus
8. Countryside High School is an option for students in our district who need ongoing mental health services. This school serves up to 40 students, and is run in conjunction with TYSB. A therapist is on campus daily, and sessions with a therapist are a required component of Countryside's program.

Hazardous Material Release Procedure

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

Administration:

- The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- The Incident Commander will direct staff to secure the area around the chemical spill.
- The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Campus Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- ☐ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- ☐ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

- ☐ The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- ☐ The Incident Commander will ensure that any buses enroute to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- ☐ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.
 - ✓ Issue an "ALL CLEAR" signal and resume normal school operations

Safety Plan

**Accelerated Charter High School
Tulare Joint Union High School District**



February 1, 2020

**Comprehensive School Safety Plan
Pursuant to Education Code 32280 - 32289**

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PREFACE

The School Safety Team of Accelerated Charter High School met in September 2016 for the first creation of the School Safety Emergency Action Plan. Parent, classified, certificated, and administrative representation constituted the make-up of the School Safety Team. With the Safety Survey taken in September 2016, this plan has been developed to meet the needs of Accelerated Charter High School. Finally, the safety plan includes the mandated components of Senate Bill 187 including:

- Child Abuse reporting procedures
- Routine and emergency disaster procedures including natural disasters, power outage, human created disasters, and other emergency actions
- Policies pursuant to Education Code 48915(c) and other school designated serious acts, which would lead to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students Sexual Harassment Policy
- Dress Code
- Safe ingress and egress to and from school
- Safe and orderly environment conducive to learning rules and procedures on school discipline

Board Vision

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

District Vision

Our students will have the 21st Century skills and knowledge through meaningful and relevant learning opportunities to empower them to productively contribute to a global society.

District Mission

Our mission is to empower all students to graduate with college, career, and life-readiness skills.

District Priorities

Aligned with the Board Vision, the Governance Team has set the following priorities for 2017-2018:

1. Improve Student Outcomes and Performance

- Provide academic support and enrichment targeting students above grade, at grade and below grade level
- Develop pathways for CTE and Linked Learning courses that lead to career certification
- Provide extra-curricular opportunities
- Expand and market Educational Opportunity programs to continue to meet the diverse needs of our students

2. Maintain Safe Schools

- Maintain safe and secure environment at all sites
- Ongoing training on safety procedures
- Provide bully free environments
- Provide social and emotional support
- Provide an environment free from discrimination

3. Manage Facilities and Student Growth

- Support and Maintain Facilities Master Plan
Priorities:
 - *New classrooms to accommodate growth
 - *Space for programs currently not offered
 - *Safety and Security

*Accessibility upgrades (ADA)

- Expand and market educational opportunities programs to meet the needs of our students
- Maintain current facilities at an acceptable level

4. Maintain the Fiscal Integrity of the District and Fund the Board's Priorities

- Fiscal support for facilities and student growth
- Continue to ensure LCFF funds support targeted students according to the LCAP
- Long-term budget planning
- Evaluate the Farm Enterprise as it support student learning outcomes (SLO)
- Continue to monitor cafeteria fund

5. Staff TJUHSD with Qualified Personnel and Maintain a Positive Work Environment

- Continue to attract and recruit highly qualified staff
- Continue to provide professional development opportunities
- Continue to provide a conducive educational environment
- Continue to provide leadership growth opportunities

6. Continue to Strengthen Internal and External Communications Systems

- Continue to improve District and School Websites
- Increase Communication with Staff and Parents
- Market our District to inform the community on educational programs and options available

District LCAP Goals

Goal #1 All students will graduate college and career ready by passing their core classes and creating a baseline graduation rate while 50% of the students will enroll in college CTE courses.

Goal #2 All English Learners will improve their English Language Acquisition and achievement.

Goal #3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

Mission Statement

The mission of Accelerated Charter High School is to provide a learning environment that meets the needs of all students to be college and career ready by offering hope, direction, and the opportunity for success.



Vision Statement

Accelerated Charter High School provides a safe, positive and nurturing environment to empower students to achieve personal, educational and career goals. The uniqueness of each individual will be embraced through student-centered and engaging curriculum, relevant experiences, community collaboration, and positive relationships.

Assessment of the Current Status of School Crime

Aeries 2018- 2019 data

Data Source	Comments	Analysis
School Crime	(1) Theft suspension in 2018-2019 school year.	(1) reported theft took place at ACHS.
Suspensions	(71) Various suspensions from students in 2018-2019 school year.	(14) Incidents involved students that engaged in physical and/or verbal altercations. (4) Incidents involved assault. (46) Incidents were students involved in alcohol/drug related offenses. (2) Incidents students were involved in defiance issues. (5) Incidents were students involved in threats. (2) Incidents were students involved in harassment/bullying. (1) Incident student was engaged in using profanity or vulgar behavior.
Expulsions	(2) Students were taken up for expulsion in 2018-2019	(2) Students were taken up for expulsion in 2018-2019. The expulsions were suspended and students were placed at Tech Prep High School.
Referrals	(338) Various dispositions in 2018-2019.	(75) Defiance (26) Profanity (4) Assault (33) Disruptive Behavior (40) Physical/Verbal Altercations (9) Threats (60) Drug/alcohol Violations (8) Harassment (31) Left Class (16) Gang Associated Activities (3) Dress Code (21) Truant (3) Cheating (5) Bus Conduct (3) Cell phone violations (1) Theft/Robbery
Surveys	PRIDE Survey, School Safety Survey	Data was taken from 2018-2019 school year surveys.
Admin PLC	Admin team meets with SRO every Monday morning to discuss campus safety.	The Admin PLC meets weekly. Campus safety/supervision is the first item on the agenda every week. ACHS SRO meets with the admin team and an ongoing discussion/evaluation of events occurs.
Teacher Observations	Teachers were informed to report any issues regarding safety throughout the school year	Beginning in-service for teachers to report behavior issues to parents, counselors, and administrative staff. Additionally, teachers have participated in fire drills, earthquake drills, and ALICE Active Shooter Training. Teachers have also been trained on what to do in case of a threat

Safety Plan Revisions

ACHS plans and revisions will be documented in 2017-2018 school year.

Date Revised	Person Responsible	Date of Public Meeting	Board Adopted Y/N	Comments
11/1/2019	Sara Zakarian			School Site Council, Supervision Team, SRO, Admin PLC, ACHS PLC are all stakeholders in the input of this plan.

Note: Plans must be adopted by March 1st of every year pursuant to Education Code 32286

School Safety Planning Checklist School Year 2019-2020

ACHS plans and revisions will be documented in 2019-2020 school year.

Item	Compliance Y/N	Comments
School Site Council or School Safety Team Developed	Y	Updated August 2019 to reflect annual staff changes
Assessment of School Crime Conducted	Y	Aeries data 18-19, Staff Surveys
Other Assessments Conducted*	Y	School Climate PRIDE Survey, Spring 2019, LCAP Survey
Analysis of Data Conducted	Y	Fall 2019
School Site Council or Team Identified Priorities Listed Based on Assessment	Y	Fall 2019
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Y	Fall 2019
An Action Plan Has Been Developed	Y	Fall 2019
Law Enforcement Approval of Plan- TPD & TCSD	Y	December 2019
Fire Department Approval of Plan- TFD & TCFD	Y	December 2019
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Y	Spring 2019 to CSEA, CTA, School Site Council, ASB, City of Tulare Police and Fire Departments
Public Meeting Held on the Safety Plan	Y	Date Conducted: Spring 2019
Annual Evaluation of Safety Plan Conducted	Y	Date Conducted: Fall 2019
Key Findings of Evaluation Presented to Council or Safety Team	Y	Approved Fall 2019
Annual Plan Review and Revisions by March 1 st of each year	Y	Spring 2020

School Safety Team

Name	Contact	Role
Principal or Designee	Wendi Powell Sara Zakarian Abel Loza	Principal Dean of Students Counselor
Classified Employee(s)	Valerie Valencia Eren Gomez Ray Gamez Joe Ferreira	Principal's Secretary Community Family Liaison Maintenance Custodian
Certificated Employee(s)	Frank Marinelli Chris Covert Elwynn Huffaker	ACHS Teachers
Parent (s)	Shakeisha Daniels Carol Maldonado Malinda Ochoa	ACHS Parent ACHS Parent ACHS Parent
Other Members	Abra McDowell Dave Mayhew Chuck Perkins Travis Durbin	Activities Director ACHS Teacher COS Instructor Recovery Resources Counselor
Law Enforcement Contact	Jaime Garza	Campus Deputy (SRO)

Note: Develop this team only if the school site council will not be developing the safety plan.

Meeting Dates

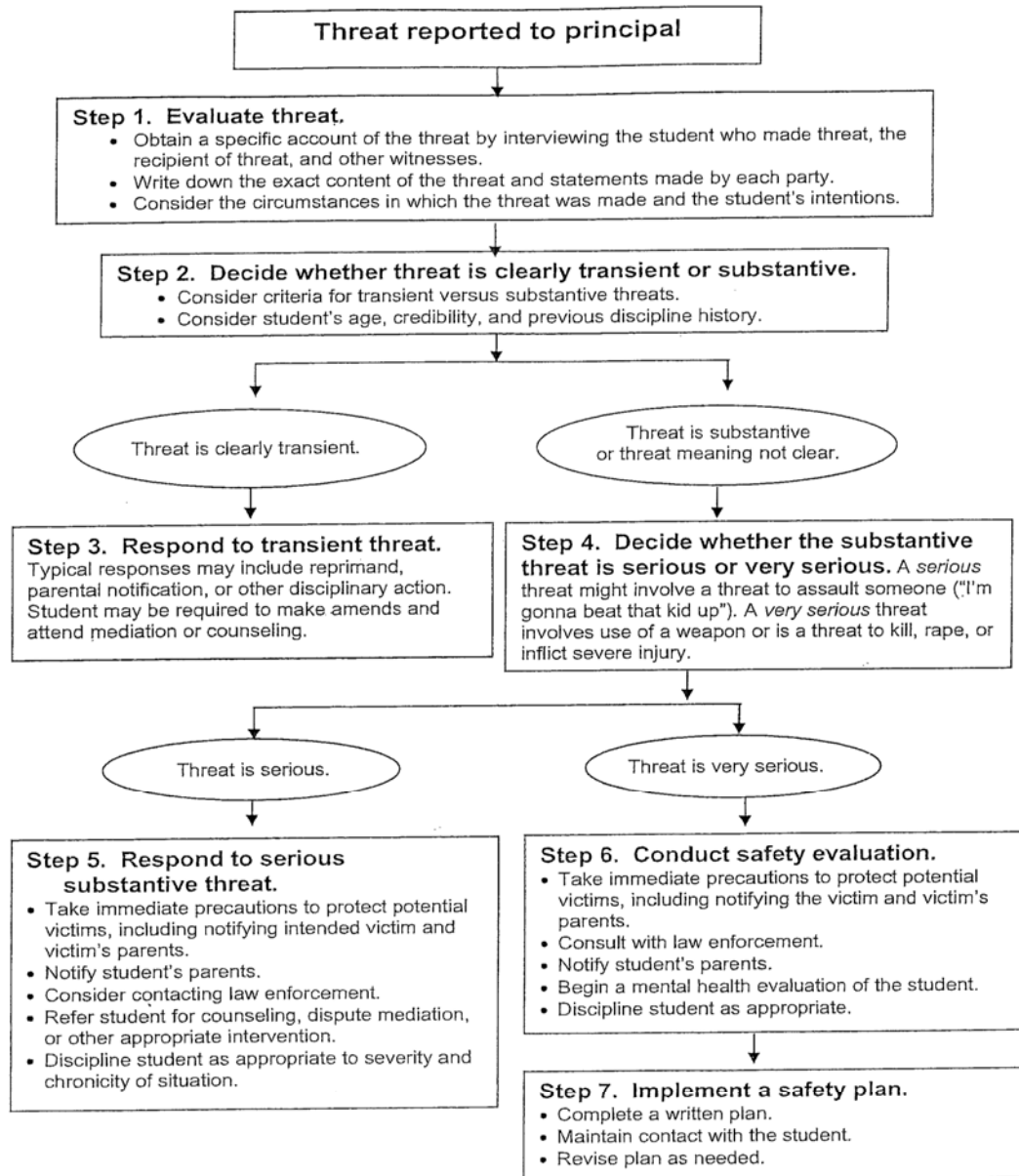
Accelerated Charter High School will make annual reviews of this plan and revisions will be documented.

Month	Day	Time	Location	Comments/Needs
August	8/6/19	8:30am	Staff Conference Room	Safety updates, review safety issues/ and data, set safety goals for the school year.
August	8/6/19	9:30am	Staff Conference Room	Staff meeting, review Disaster/Crisis Response Procedures and Threat Assessment.
September	9/9/19	8:30am	Office	Safety Updates on day-to-day operations.
October	10/7/19	8:30am	Office	Safety Updates on day-to-day operations.
November	11/4/19	8:30am	Office	Safety Updates on day-to-day operation.
December	12/2/19	8:30am	Office	Safety Updates on day-to-day operations.
January	1/20/20	8:30 am	Office	Safety Updates on day-to-day operations.
February	2/10/20	8:30am	Office	Safety Updates on day-to-day operations.
March	3/2/20	8:30am	Office	Safety Updates on day-to-day operations.
April	4/14/20	8:30am	Office	Safety Updates on day-to-day operations
May	5/4/20	8:30am	Office	Safety Updates on day-to-day operations, Graduation procedures and events.
June	6/8/20	9:00am	Staff Conference Room	Review school year, begin data analysis of crime and suspension data, and discuss changes for upcoming school year.

Capacity Assessment

Current Efforts	Target Group	Funding Source
Response to Intervention (RTI)	At risk students. Students needing academic tutoring.	LCAP
Implementation of Reconnecting Youth program.	At risk students. Students with gang issues.	LCAP
Recovery Resources counseling sessions.	At risk students. Students with drug and alcohol issues.	CSI Funds
Positive Behavior Interventions and Supports	All ACHS students	LCAP
Sprigeo –Internet based “Anti Bullying” reporting website	Students are able to report bullying at any time with computer access.	District
Virginia School Model on “Threat Assessment” procedures	Administration, counseling and faculty reviewed (trained) procedures of identifying and assessing the significance of any reported threat.	N/A
CPI (Crisis Prevention Intervention) Training	Campus supervision teams including ACHS Administration and Faculty.	District
ALICE Active Shooter Training by ACHS Administration	All ACHS Staff and Students	District
Youth Mental Health First Aid Training	ACHS Administration and Faculty	District
Safe Schools Intervention Program	At risk students. Students with gang issues.	LCAP

Threat Assessment Procedures



Definition: What is Threat?

A threat is an expression of intent to harm someone

Threats may be verbal, written, artistic or gestured

Threats may be direct or indirect, and needs to be communicated to the intended victim or victims.

(I'm going to get him.")

Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise.

("I forgot my knife was in my backpack.")

When in doubt, assume it is a threat.

Types of Threats

Transient vs. Substantive

Transient:

Often are rhetorical remarks, not genuine expressions of intent to harm

- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

Substantive:

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed childcare workers and health practitioners (doctors, nurses and psychologists) are mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

- a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department:

or
- b. The Jurisdictional Law Enforcement Agency
County Sheriff’s Department
Police Department (non-emergency)
Emergency Number 911

Some District law enforcement may not meet the notification requirements prescribed by law to receive reports of child abuse. However, all law enforcement officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available on site through the dean of student’s office or the assistant principal’s office.

School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be

Interviewed in private or may select an adult staff member to be present “to lend support”.

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present?
The staff member should leave the room.
2. The child asks for either the mother or father to be present?
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview?
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

What can the selected staff member do:

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member’s role is one of a “comforter” during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

California Penal Code 11174.3

“School Interview Law”

11174.3. (a) Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, 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, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** 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**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

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

ACHS Disaster Procedures

- All communication is made with simple verbal directions (intercom, loud speaker, etc.) and not dependent on bells and electronic signals with exception of the standard fire alarm.
- Emergency telephone numbers are posted in the office.
- First-aid kits are easily accessible and staff is knowledgeable on first-aid procedures.
- Instructions for emergency care, medications, and the treatment of illnesses are accessible to all staff.
- Evacuation procedures and routes are posted in compliance with county regulations.
- Under State law (California Emergency Services Act) all public schools are subject to use as evacuation centers or shelters or for other emergency purposes during a disaster.

INCIDENT COMMANDER – The Principal, and/or Principal's Designee

- Commence operations from the center, and
- Take overall responsibility for the operations of the center and its functions.
- Consult Job descriptions for positions below.
- Set up the Command Center and collectively choose:
 - Incident Commander-Principal
 - Logistics and Planning Chief-Campus Officer
 - Operations Director-Campus Officer
 - o Search and Rescue Team-Campus Supervision Team
 - o Facility Check/Safety & Security-Campus Officer
 - o Planning/Intelligence-Campus Officer
 - o Medical Director-School Nurse
 - o Documentation Staff

OPERATIONS/SEARCH AND RESCUE TEAM

- Collectively choose a Search and Rescue Team Director-Maintenance Director
- Secures as much information on how many, and in what locations missing students, personnel and volunteers are located,
- Visually inspect structures for structural damage before deciding to reenter the structure (if in doubt, ask for help from the Command Center),
- If it is deemed safe to reenter structures, commences rescue operations within

STUDENT CARE AND RELEASE-Classroom Teachers and Specialists

- Instruct students to assemble in a safe place at the assembly area,
- Assume Student Care and Student Release responsibilities
- Take roll using the Student Accounting Form
- Use the Student Release Form for students who leave with parents or authorized adults listed on emergency release forms.
- Maintain a calm, supervised assembly with students
- Keep students informed as appropriate

Disaster Chain of Command

Each staff member is given a Disaster and Crisis Response Procedures reference handbook at the beginning of every school year.

EMERGENCY AND DISASTER SITUATION PROCEDURES

1. Disaster Center – ACHS Office
2. All informational releases will come from the ACHS Office and with prior approval from the Principal.
3. Communication will be through the ACHS Office command radio.
4. Administrative Team will be responsible for securing shut off valves and cutting mains as needed.

5. Chain of Command	Principal	Mrs. Wendi Powell
	Dean of Students	Mrs. Sara Zakarian
	Counselor	Mr. Abel Loza
	SRO	Deputy Jaime Garza
	Secretary	Mrs. Valerie Valencia

Through the Command Center the District, Police and Fire Departments will be notified of the situation and appropriate steps put in place.

6. Counselors are available for crisis intervention. There is a plan for suicide, death (staff or student) and all other emergencies included in the District Emergency Preparedness Plan.
7. In the event of a bomb threat, radio and phone communication will cease and the computer will be the only means of communication. Have all students and staff turn off their cell phones and other remote devices.
8. We have installed an emergency number on our phone system that will allow someone with an emergency to dial **3030** rather than to try all the numbers you have. The call will go directly to all office phones. **If you have to use this feature, do so only in an emergency.**

ACHS Crisis Response Procedures

General Information

Accelerated Charter High School Emergency & Disaster Situations Procedures

1. Command Center- Administration Building
2. All information will be disseminated by the Principal or Principal's designee
3. All communication to staff will be through the command radio, loudspeaker/bullhorn, in person or telephone by way of the Administration Building
4. Administration or designee will be responsible for securing/shutting off gas valve and shutting down main power switch for the school.
5. Chain of Command:

Principal Wendi Powell	Sara Zakarian Dean of Students	Abel Loza Counselor	SRO, Staff, Security

6. A Counselor will be available for crisis intervention such as a suicide/death of a student or teacher.
7. In the event of a bomb threat 2-way radio communication will cease and all communication will be conducted via landlines (phone) Police and Fire departments will be notified of the situation and of the steps that have been put into place by the Administration office.

In the event that a situation develops on the campus that threatens the life and/or safety of students and staff, the following procedures should be followed:

1. The person observing the crisis will immediately contact the main office and request to speak with any member of the Administrative Team. The person should be prepared to describe the situation in detail, including:
 - a. A description of the problem
 - b. The location of the problem
 - c. Their location (room#)
2. Once a member of the Administrative Team is briefed, they in turn will contact the campus School Resource Officer and together they may all respond and investigate the situation. They will determine if the situation is in fact a threat to safety.
3. The Principal will be advised of the situation and the appropriate measures will be taken. If a lockdown is necessary, a sequence of five (5) bells will ring in succession. Remember to keep all students in the room with the door locked. The Tulare Police Department will, at this time, be advised along with the District Office.
 - a. All students are to be inside a building or classroom

- b. Everyone is to get down on the floor, away from windows
 - c. The teacher will attempt to keep everyone calm
 - d. Classroom doors are to be locked
 - e. Students and staff are to remain in the classroom on the floor until the all clear bell rings or the fire drill bell rings to evacuate the school
4. To avoid communication gridlock, **DO NOT USE YOUR CLASSROOM TELEPHONES.** All communication will be through the computer only. Make sure that all cell phones, portable phones and wireless computers (laptops) are turned off. At no time should you use your hand held radio. You will be notified when it is safe to use the above communication.
5. If the emergency situation occurs during a time when student and staff are out of class (before school, break, or lunch) everyone will immediately go to their next class.
6. When the tactical officer arrives for the Police Department he/she will take charge. We will follow their directions and instruction.
7. The Counseling office will serve as command center. All information to be released will be done through the Principal, or designee, at the command center.
8. If evacuation is necessary, students are to go home by their normal means.

Crisis Response Initial Actions and Intercom Codes

Duck and Cover

- If inside, duck under furniture and cover head with arms and hands.
- If outside, drop to the ground place head between knees, and cover head with arms and hands.
- Move to a sheltered place when possible, but avoid areas where falling objects may harm you.

Lock Down

- If outside, proceed to the nearest building.
- If inside, lock doors and close shades if possible, and implement duck and cover unless otherwise directed.
- Remain in a secured room pending further instructions from site officials or police.

Shelter In Place

- If inside, remain until further instructions are given
- If outside, proceed to nearest building and await further instructions
- If directed, shut down air or heating system and close doors and windows to protect them from outside air

Fire Alarm Evacuate Building

- Immediately evacuate the building using designated routes and go to assembly area.
- Remain in assembly area until "All Clear" or further instructions are given.
- Carry roster and take attendance once everyone is in a safe location.



Quickly determine the most reasonable way to protect your own life. Remember that students will follow the lead of staff members during an active shooter situation.

*****There is no order to ALICE—use your best option to SURVIVE! *****

ALERT

- Call 911, if possible, to alert police to the intruder/active shooter's location

LOCKDOWN

- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- Prevent individuals from entering an area where the active shooter may be
- Lock the door
- Blockade the door with heavy furniture
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- If evacuation and hiding out are not possible, prepare to counter

INFORM

- Dial 911 and if you cannot speak, leave the line open and allow the dispatcher to listen
- Follow the instructions of any police officers

COUNTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the OODA loop of an active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Swarm the intruder, grabbing limbs and pushing head down to take down the intruder
- Immobilize the shooter until police arrive
- Take away any weapons and place in a secure area

EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Keep your hands visible at all times (especially when law enforcement arrives)

Tulare Joint Union High School District Violent Intruder Initial Actions

A

ALERT

Initial Alert may be a gunshot, PA announcement, etc.

L

LOCKDOWN

If evacuation is not a safe option, barricade entry points.
Prepare to Evacuate or Counter if needed.

i

INFORM

Communicate real time information on intruder location.
Use clear and direct language using any communication means possible.

C

COUNTER

As a last resort, distract the intruder's ability to shoot accurately. Move toward exits while making noise, throwing objects or adults swarm intruder.

E

EVACUATE

Run from danger when safe to do so using non-traditional exits if necessary. Rallying point should be predetermined.

EARTHQUAKE PROCEDURES:

PREPARE

Step 1: Secure it now!

- Reducing hazards in school can greatly reduce your risk of injury or death following the next earthquake or other disaster. Conduct a “hazard hunt” to help identify and fix things such as unsecured **televisions, bookcases, furniture, etc.** Securing these items now will help to protect you tomorrow.

SURVIVE

Step 2: DROP, COVER, and HOLD ON!

During an earthquake:

- **Drop** to the floor,
- Take **cover** under a sturdy desk or table,
- **Hold on** to it firmly. Be prepared to move with it until the shaking stops.

RECOVER

Step 3: Check it out!

Immediately following an Earthquake:

- Assess the situation and remain calm.
- Check for injuries and damages that need immediate attention. Be prepared to report damage and injuries.
- Take attendance and make sure all students are accounted for. Contact the office (Valerie) on missing students.
- Place the **Green Card** under the door if there are NO injuries and all students are accounted for.
- Place the **Red Card** under the door if there are injuries and students are not

After the Earthquake:

- If there are any injured people, contact a buddy teacher (or office/administrative personnel if buddy teacher is unavailable) to decide who will stay with the injured, and who will facilitate the safe evacuation of students.
- An adult must stay with the injured until the search and rescue team can provide assistance in evacuating the injured.
- Assess the evacuation route and evacuate students outside to the FIRE DRILL ASSEMBLY AREA, and away from trees, power lines, etc. Remember to take the roll book, from the rooms.

- Take roll and use the Student Accounting Form to report any missing students to the principal or employee in charge.
- Administrative personnel/designee will notify if/when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

FIRE DRILL PROCEDURES

- The alarm will sound.
- If no alarm sounds but you see or smell smoke, flames or a suspicious order, PULL THE NEAREST FIRE ALARM or report your suspicion to the office and evacuate your room.
- EVACUATE: Upon hearing the alarm, teachers are to first look out their door to see if there is a threat of fire. If it looks necessary and safe to evacuate, then teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.
- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room, but do not lock the classroom.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report to the assigned security person, Principal, or employee in charge.
- Follow all directions given by police, fire or any other emergency personnel on scene. In the event of a false alarm, administrative personnel/designee will notify when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

FIRE DRILL REPORTING

Emergency Team listed below will report immediately to the location and report via radio to Mrs. Zakarian. Deputy Garza will check the control panel and report to Mrs. Zakarian the area of occurrence.

1. Emergency Routes are included in Red Emergency Folders in every classroom. Teachers are trained on where they are to report by color codes/zones on the campus map. During a fire drill, teachers are to follow the Fire Drill procedures and report to the designated area.
2. Principal's Secretary, Mrs. Valencia, notifies the Tulare Fire Department and Tulare County Fire Department that we are checking for possible pull station activation, as well as the grounds for possible fire.
3. Teachers move students to meeting area in accordance with fire drill evacuation procedures. After attendance/roll has been taken, the teachers report to the staff member responsible for their area.
4. Emergency Team checks all buildings to ensure that they are clear.
5. The campus supervisor will be responsible for setting up the command center location. Emergency team will report back to Mrs. Zakarian and give an "all clear" for their areas.

<u>Area</u>	<u>Person Responsible</u>	<u>Back-up</u>
Room 1, Office, & Intervention Center	Sara Zakarian	Deputy Jaime Garza
Rooms 2, 3, 4, 5	Wendi Powell	Sara Zakarian
Room 6, 7, 8, MPR, Shop 9	Abel Loza	Anthony Alafa
Restrooms/Student Services/Cafeteria	KeKe Daniels	Anthony Alafa
Command Center	Valerie Valencia	Wendi Powell
Verify Incident/ Alarm Panel	Sara Zakarian	Valerie Valencia

Primary Contacts for Emergency Services

Location

Zone 1 or 2
(depending on location
of incident)

Leader 1

Sara Zakarian

Leader 2

Wendi Powell

Leader 3

Valerie Valencia

FIRE/EXPLOSION/BUILDING COLLAPSE

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.**

Administration (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide exact location of fire, explosion or collapse.
 - ✓ Describe current situation, including damage and estimated number of injured.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Ensure fire alarm has been sounded**
 - ✓ If needed, announce changes in evacuation routes due to incident location.
- ☐ **Establish a school Incident Command Post**
- ☐ **Assess situation and begin activating needed ICS functions, for example:**
 - ✓ First-Aid, Accountability, Utility and Security Groups
 - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- ☐ **Meet arriving fire and police personnel**
 - ✓ Be certain to take school Crisis Response Box.
 - ✓ Identify the location of fire, smoke, explosion or gas smell.
 - ✓ Advise locations of injured or trapped persons.
 - ✓ Provide last known location of any missing persons.
- ☐ **Establish Unified Command with emergency response officials.**
- ☐ **Determine if it is necessary to:**
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is safe to re-enter the buildings.**

Teachers/Staff

- ☐ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- ☐ **Implement Evacuation procedures**
 - ✓ Use a secondary route if the primary route is blocked or hazardous
 - ✓ Close, but do not lock, doors when leaving
- ☐ **Inform the school office/school Incident Commander of the emergency**
- ☐ **Following evacuation:**
 - ✓ Account for all students and check for injuries
 - ✓ Immediately report any missing, extra or injured students
- ☐ **Wait for additional instructions**

BOMB THREAT PROCEDURES

If you should receive a call with a bomb threat or any kind of threat, please familiarize yourself with the following procedures:

1. Note the time of the call.
2. Was the caller male or female, try to detect an age of the caller.
3. What details did they give you about the bomb:
 - a. Location
 - b. Time it's supposed to happen
 - c. Where are they calling from
 - d. Is the caller serious or joking
4. Note any kind of background noise.
5. Ask them how they know about the bomb.
6. As soon as the call is complete, please notify an administrator.
7. If you are unable to reach an administrator by telephone, please dial **5555**. This emergency number will go to the AP secretary. If the phone is not answered by the second ring, it will then automatically start ringing on 10 other phones until someone answers the call.
8. The administration, along with the school's Police Officer and/or Probation Officer will determine the validity of the threat and the necessary decisions to protect the safety of students and staff.

BOMB THREAT PROCEDURE

(Response Procedure on Page 3 may also be applied to “Suspicious Objects”)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- **Introduction**
- **Assessing A Bomb Threat**
- **Call Taker Instructions/Telephone Bomb Threat Report**
- **Response Procedures**
- **Bomb Search Procedures**

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "***Telephone Bomb Threat Report***" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
- ☐ **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.

If threat is deemed credible:

 - ✓ Establish a command post at least 400 feet from campus buildings.
 - ✓ Ensure that it is away from automobiles, refuse containers or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- ☐ **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

- ☐ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.
- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ☐ Report suspicious objects to the school Incident Commander as soon as possible.
- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ☐ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ☐ If you relocate, report your new location and reason for move as soon as possible.
- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ **Follow normal Shelter-In-Place procedures.**
- ☐ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ☐ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ☐ **Take all other steps outlined in the section “IF EVACUATING” above.**

BOMB SEARCH PROCEDURE

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?**
- 2. Is there anything out of place?**
- 3. Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- ☐ **TEACHERS:** Classrooms.
- ☐ **PHYSICAL EDUCATION TEACHERS:** Gym, locker rooms, and related halls.
- ☐ **LIBRARIANS:** Library, storage rooms, and any associated areas.
- ☐ **CAFETERIA PERSONNEL:** Kitchen, cafeteria, and storage areas.
- ☐ **CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.
- ☐ **BUS DRIVERS:** Buses and any bus related facilities on campus.
- ☐ **ADMINISTRATIVE PERSONNEL:** Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.

- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:*

1. Remain calm and politely advise the caller:

“I am a student. Please hold while I get an adult to talk to you.”
2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back

TELEPHONE BOMB THREAT REPORT FORM

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.
Try to get the attention of another staff member to listen-in on the call with you.

Today's Date _____/_____/_____		*SEE NOTE AT BOTTOM OF FORM.		
Call Information - (Can be completed after call)				
Date of call:	Time of call: ☐ AM ☐ PM	Duration of call:	Phone number called: ()	
Name of person receiving the call:		Phone number to call for follow up: ()		
Questions for caller: Try to ask these questions IN ORDER (1-9) and document key points of responses.				
1. When will the bomb explode?	4. What does the bomb look like?	7. Why did you place the bomb?		
2. Exactly where is the bomb located?	5. What will cause the bomb to explode?	8. What is your name and phone number?		
3. What kind of bomb is it?	6. Did you place the bomb?	9. Where are you now?		
Document exact wording of threat:				
Description of caller: (Listen closely to help identify.)				
If caller's number appears on your phone, write it here:	Gender of caller: ☐ Male ☐ Female ☐ Unknown	Approximate age of caller:	If voice sounds familiar, who does it sound like?	
Other clues: (Listen closely and check all that apply.)				
Voice	Speech	Language	Behavior	Background Noise

☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport	☐ Quiet
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals	☐ Restaurant
☐ Hoarse	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby	☐ Static
☐ Loud	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds	☐ Street Noise
☐ Muffled	☐ Hesitant	☐ Irrational	☐ Clearing Throat	☐ General Noise	☐ Talking
☐ Nasal	☐ Lisp	☐ Rational	☐ Crying	☐ Guns Firing	☐ Tavern/Bar
☐ Pitch-High	☐ Slow	☐ Slang	☐ Fearful	☐ Gymnasium	☐ Television
☐ Pitch-Med	☐ Slurred	☐ Taped/Recorded	☐ Intoxicated	☐ Machinery	☐ Traffic
☐ Pitch-Low	☐ Stuttered	☐ Uneducated	☐ Laughing	☐ Motor	☐ Train
☐ Pleasant	☐ Other:	☐ Unintelligible	☐ Nervous	☐ Music	☐ Typing
☐ Raspy	☐ If Accented, Describe:	☐ If Foreign, Describe:	☐ Self-Righteous	☐ Party	☐ Water/Wind
☐ Smooth			☐ Other	☐ PA System	☐ Other
☐ Soft					
☐ Squeaky					
☐ Unclear					
☐ Other					

*If the CALL TAKER is a student, the student should:

1. Remain calm and politely advise the caller:

"I am a student. Please wait a moment while I get an adult to talk to you."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

Crisis Procedures: Rolling Blackouts

If a rolling blackout is called that affects our campus, our primary concern will be for student and staff safety. If a blackout is called it will probably be for a short duration, approximately one hour. If we are affected by a power outage, please follow these guidelines:

1. Keep your students in your class under your supervision in a calm environment. Please do not send your students out of your classroom. If you have a student who has unique health needs that may be impacted by the power outage, please send that student, along with another student to walk with them, to the nurse's office.
2. Open your classroom door and utilize as much natural light as possible.
3. Please keep your students in your class with you until directed to release them. We will use **AIR HORNS** for bells if they are not working.
4. School probably will not be dismissed because of a blackout. By the time the buses got here to take students home, the power interruption would probably be over and there would not be enough time to notify parents that we were sending their student home.
5. Food Services have contingency plans for serving meals in the event of a blackout.

Hopefully, if a rolling blackout occurs, it will be called after school hours. However, if it is called during class time; please keep your students in your classroom under your direct supervision. This is the safest environment for them during a power outage. A power outage, obviously, can be very disruptive and will require that we adjust while continuing to maintain appropriate supervision of our students.

EVACUATION/SCHOOL CLOSURE:

A school closure or evacuation may be required for a number of reasons including a power outage, severe weather including heavy rain or snow, a chemical spill on Black Road, an extensive gas leak, a bomb threat, a wild fire in the surrounding chaparral or forests, or notification by emergency personnel that an evacuation is required or in the best interest of the students.

EVACUATION: Upon hearing the FIRE ALARM, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.

- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report any missing students to the principal or employee in charge.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

SCHOOL CLOSURE PROCEDURES:

- Office personnel will establish a phone tree within the office, and call for student pick up by a person on the authorized list of each student's enrollment form.
 - Office personnel will call the public media to announce closure. IT MAY BE NECESSARY TO USE CELL PHONES DUE TO POWER OUTAGE.
 - Office personnel will release students to parents who come to pick up their children using the every-day SIGN-OUT procedures.
 - Teachers will stay with their students until all students have been picked up or appropriate arrangements have been made by the administration for students not picked up.
 - If necessary, an assembly area will be set up for students remaining at the school.
- If necessary, the student sign-out area will be moved from the school office and located as close to the assembly area as is practical. In this case, every student released will be recorded on the Student Release Form.

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency (as appropriate and agreed upon at the students previous IEP).
4. The Site Safety Specialist (or administrative designee) is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

This assignment will be continuous throughout the year due to student movement

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell person where you are going, obstacles you encounter.
- ☐ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ☐ Turn lights on/off to gain person's attention -OR-
- ☐ Indicate directions with gestures -OR-
- ☐ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ☐ Evacuate these individuals as injured persons.
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Use a sturdy chair (or one with wheels) to move person -OR-
- ☐ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options. (utilization of Evac chairs is recommended as appropriate in these instances)
- ☐ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY TELEPHONE NUMBERS

These emergency telephone number should be kept in a location that is immediately accessible in case of an emergency. This information will be updated annually and be provided to key individuals.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	559-688-2021
Fire Department	East: 559-684-4300 North: 559-684-4261 West: 559-685-2395
Local Police Department	559-686-3454
Sheriff Department	559-733-6211
Tulare Regional Hospital	559-688-0821
California Highway Patrol	559-734-6767
English Radio Station 580 KMJ Radio	559-490-5858 or 1-800-776-5858
Spanish Radio Station	559-622-8703
SCE	1-800-655-4555
Southern California Edison	1-800-655-4555
Water	559-684-4324
Gas Company	1-800-427-2000
American Red Cross	559-732-6436

DISTRICT MANAGEMENT TEAM EMERGENCY CONTACTS

First	Last	Site	Title	Cell Phone #	Alternate #
Tony	Rodriguez	DO	Superintendent	559 901-9458	559 686-1580
Dr. Lucy	Van Scyoc	DO	Asst Superintendent, Curriculum	559 679-7192	559 688-4663
Barbara	Orisio	DO	Asst Superintendent, HR	559 303-8408	
Tammy	Aldaco	DO	Asst Superintendent, Student Services	559 679-0377	
Vivian	Hamilton	DO	Director of Business Services	559 901-5427	559 366-7011
Daniel	Pierotte	DO	Director of Facilities	559 754-6146	
Donny	Trimm	DO	Director of Technology	559 280-5584	559 688-3929
Bobby	Richardson	DO	Director of Transportation	559 759-4492	
Janet	Stephens	DO	Director of Food Services	559 631-3185	
Jason	Edwards	DO	Director of Special Education	559 303-0716	
Carrie	Montgomery	DO	Nurse	559 331-2455	
Lupe	Aguilera	DO	Child Welfare & Attendance	559 827-1278	
Denise	Douglas	DO	Coordinator of Ed Technology	559 302-8222	
Courtney	Hendrickson	DO	AVID Coordinator	559 280-7932	
David	McAllister	DO	Technology Curriculum Specialist	559 631-0351	
Michelle	Nunley	TU	Principal	559 799-6994	559 685-1010
Roger	Robles	TU	Assistant Principal	559 972-2799	559 713-6742
Chandalin	Champlin	TU	Dean of Students	559 816-5691	
Shanelle	Herrera	TU	Dean of Students	559 280-8939	
Terry	Langlie	TU	Head Counselor	559 331-5331	559 686-2339
India	Leal	TU	Counselor	559 624-0790	559 909-4636
Jose	Marquez	TU	Counselor	559 445-0886	
Michelle	Potts	TU	Counselor	559 731-5812	559 735-0227
Miguel	Torres	TU	Counselor	559 901-9712	559 627-0208
Liliana	Avila	TU	Counselor	559 471-6816	
Diana	Hatton	TU	Athletic Director	559 679-9286	
Lolly	Garcia	TU	Psychologist	559 960-7339	
Kevin	Covert	TW	Principal	559 967-4159	559 687-1430
Sara	Morton	TW	Assistant Principal	559 786-0346	
Leandra	Garcia	TW	Assistant Principal/Counseling	559 679-3088	
Rudy	Carrasco	TW	Dean of Students	559 694-1306	559 564-3324
Angela	Robertson	TW	Dean of Students	559 303-1165	
Krishna	Adams	TW	Dean of Students	559 802-0192	
Arturo	Magallanes	TW	Counselor	559 300-9940	
Cecilia	Moraza	TW	Counselor	559 303-7341	
Katherine	Nunes	TW	Counselor	559 329-5116	559 303-4286

Lizabeth	Prado	TW	Counselor	559 625-5733	
Ana	Rivera	TW	Counselor	559 786-2879	
Michelle	Gill	TW	Counselor	559 730-8806	
Michael	Powell	TW	Athletic Director	559 901-6054	
Stephanie	Gutierrez	TW	Psychologist	559 905-9582	
Michele	Borges	MO	Principal	559 303-0968	
Stephanie	Deitz	MO	Assistant Principal	559 572-6373	
Rachel	Chapman	MO	Assistant Principal/Counseling	559 250-4166	
Luis	Cobarruvias	MO	Dean of Students	559 553-3976	
		MO	Dean of Students		
Erika	Holguin	MO	Counselor	661 638-2507	
Jennifer	Padilla	MO	Counselor	661 778-8362	
Alejandra	Sanchez	MO	Counselor	559 827-8018	
Bertha	Tello	MO	Counselor	559 917-1681	559 313-3878
David	Terrel	MO	Athletic Director	559 331-0026	
Gretchen	VanderTuig	MO	Psychologist	559 331-1890	
Steve	Ramirez	TP/CHS	Principal	559 936-4245	559 635-4668
Richard	Torrez	TP/CHS	Assistant Principal	559 905-8933	
Susan	Meadows	TP/CHS/SV	Psychologist	559 999-0527	559 981-2563
Liz	Rocha	TP/CHS	Counselor	559 679-3355	559 991-6043
Dereck	Domingues	SVCHS	Principal	559 269-9383	
Veronica	Covert	SVCHS	Counselor	559 967-4160	
Larriann	Torrez	TAS	Director	559 920-0664	
Rosa	Vargas	TAS	Counselor	559 445-1691	
Sylvia	Silva	TAS	Director of Vocational Nurse Ed	559 731-4882	
Wendi	Powell	ACHS	Principal	559 901-5622	
Sara	Zakarian	ACHS	Dean of Students	310 279-8713	
Abel	Loza	ACHS	Counselor	559 361-3790	
Roxanne	Bernard	ACHS	Psychologist	559 496-9991	
Daniel	Dutto	Farm	Director of Ag Education/Farm	559 331-7091	

Feeder School Emergency Contact List 2019-2020

Primary Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work#:	Email Address:
Buena Vista School District	Carole Mederos	Supt/Principal	559 732-7162	559 686-9470	559 686-2015	cmederos@buenavistaeagles.org
Liberty School District	Keri Montoya	Supt/Principal	559 786-3349		559 686-1675	kmontoya@liberty.k12.ca.us
Oak Valley Union School District	Heather Pilgrim	Superintendent	559-936-2657			h.pilgrim@oakvalleyschool.org
Palo Verde Union School District	Philip Anderson	Supt/Principal			559 688-0648	phil@palo-verde.k12.ca.us
Pixley Union School District	Montgomery Dunbar	Superintendent	559-930-5150			mdunbar@pixley.k12.ca.us
St. Aloysius	Holly Zamora	Principal	559-972-6207		559 686-6250	hzamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	559 972-7320	559 686-0436	559 688-7451	terri.rufert@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	559-804-6611			sbettencourt@tipton.k12.ca.us
Tulare Joint Union HS District	Tony Rodriguez	Superintendent	559 901-9458	559-686-1580		tony.rodriquez@tulare.k12.ca.us
Tulare City School District	Brian Hollingshead	Superintendent	559-804-9085			bhollingshead@tcsdk8.org
Waukena Jt Union School District	Deanna Cardoza	Superintendent	559-805-5373			deannac@waukena.k12.ca.us

Alternate Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work Cell #:	Email Address:
Buena Vista School District	Dana Milanesio	Business Manager	559 936-2845	559 688-6182		dmilanesio@buenavistaeagles.org
Liberty School District	Terri Shirk	Business Manager	559 280-1333			tshirk@liberty.k12.ca.us
Oak Valley Union School District	Matt Baxter	Principal	661-303-4522			mbaxter@oakvalleyschool.org
Oak Valley Union School District	Marvin Sanders	MOT Director	559 719-0821			
Palo Verde Union School District	Rose Machado	Assistant Principal	559-358-0998	559 688-0800		rmachado@palo-verde.k12.ca.us
Pixley Union School District	Joel Munoz	Director, Maint & Oper	559 936-2381			
St. Aloysius	Lany-Kay Silva	Bookkeeper			559- 686-6250	lsilva@sastulare.com
Sundale Union School District	Cindy Gist	Principal	559 331-4092			cindy.gist@sundale.org
Tipton School District	Stacey Bettencourt	Principal	559 804-6611			sbettencourt@tipton.k12.ca.us
Tulare City School District	Philip Pierschbacher	Asst Supt/Personnel		559 687-9521	559 805-9370	ppierschbacher@tcsd.k12.ca.us
Tulare Joint Union High School District	Barbara Orisio	Asst Supt/HR	559 303-8408			barbara.orisio@tulare.k12.ca.us
Tulare Joint Union High School District	Tammy Aldaco	Asst Supt/Student Services	559 730-6329			tammy.aldaco@tulare.k12.ca.us
Tulare Joint Union High School District	Lucy Van Scyoc	Asst Supt/Curriculum	559 679-7192			lucy.vanscyoc@tulare.k12.ca.us
Waukena Jt Union School District	Loretta Myers	Business Manager	559 740-8175			lorettam@waukena.k12.ca.us

**STUDENT CARE EMERGENCY/DISASTER
SIGN-OUT ROSTER FORM for EMERGENCY/DISASTER PREPAREDNESS**

Please complete upon release of a child from an emergency/disaster evacuation site.

A best practice recommendation is to have only one person/staff release the children program wide.

Program Roster Childs Name	Class	Time Picked Up	Picked Up by Whom	Destination
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

Prevention of Illness and Communicable Diseases:

School Personnel are expected to incorporate the instruction of ways to prevent the spread of the common cold, flu, and other communicable diseases. This includes the teaching of appropriate hand washing techniques, good sleeping, exercise, and eating habits, procedures for disposing of contaminated tissues, and appropriate techniques to use for coughing, sneezing, etc.

Medical Emergencies:

Accidents:

I. Check –What happened (fall, fight, sport injury, etc.)?

- Do not move victim if a fall from significant height has occurred
- Assess victim for bleeding
- If unconscious, check for breathing and pulse

II. Call – For assistance from adult office personnel

- Use radio
- Send a pair of students – direct them to return and report to whom they gave information.

III. Care – First aid as necessary until help arrives.

- Do not carry a child to the office. Get an office chair with wheels for transport.
- Office personnel shall give first aid if needed.
- If, in the judgment of the office personnel the victim needs additional emergency care, the Emergency Card on file will be used in order to reach a parent or an authorized person to pick up the child and/or access further medical assistance.
- In the event that the injury is serious and needs immediate attention and/or the victim's parent or other authorized persons on the Emergency Card cannot be reached, office personnel are authorized to call 911 for emergency assistance.
- An Accident/Incident report will be completed and filed, and a copy sent with the victim.

Illness - General:

I. Check – Patient's temperature should be taken; an overall assessment of the student made by communication with the student and observation by the caregiver.

II. Call – Parent will be called if student has a fever of 100 degrees or higher; has sore throat or cough; has symptoms that impede learning at school; has symptoms that indicate he/she is contagious to others in the school environment.

III. Care – Patient should be isolated from peers and made as comfortable as possible.

The student's emergency information should be accessed and followed. If no contact can be made to have the child picked up, the school office staff will keep the child in the health office, and if warranted, contact the physician listed on the emergency to determine the most appropriate course of action.

Illness – Communicable Diseases:

The same procedure as those for General Illnesses (above) is to be followed.

Cases of certain communicable diseases must be reported to other families whose children attend the same class and the Clubhouse childcare program. The following diseases must be reported and necessary precautions taken immediately: Meningitis, strep, scarlet fever, infectious hepatitis, head lice, scabies, measles and mumps. The school office will send out the appropriate exposure notices, and direct the Clubhouse to send home the appropriate exposure notices as well.

AUTOMATED EXTERNAL DEFIBILLATOR (AED)



Accelerated Charter High School has one AED on Campus. It is located in the following location:

1) ACHS Office

The American Red Cross supports the position that improved training and access to AEDs could save 50,000 lives each year. The Red Cross believes that all Americans should be within four minutes of an AED and someone trained to use it. Sudden cardiac arrest is one of the leading causes of death in the U.S. Over 350,000 people will suffer from sudden cardiac arrest this year. It can happen to anyone, anytime, anywhere and at any age. An AED is the only effective treatment for restoring a regular heart rhythm during sudden cardiac arrest and is an easy to operate tool for someone with no medical background.

Time is of the essence:

- The average response time for first responders once 911 is called is 8-12 minutes.
- For each minute defibrillation is delayed, the chance of survival is reduced approximately 10%.

The 2010 consensus on science for CPR and Emergency Cardiovascular Care (ECC) agrees that Sudden Cardiac Arrest can be treated most effectively by a combination of CPR and Defibrillation.

- **What is an AED?**
AED stands for Automated External Defibrillator.
It is a medical device that analyzes the heart's rhythm.
If necessary, it delivers an electrical shock, known as defibrillation, which helps the heart re-establish an effective rhythm.
- **Liability protection for rescuers and providers of AEDs:**
Federal Cardiac Arrest Survival Act (2000)
All 50 U.S. states and DC have specific AED laws and regulations limiting liability

AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each district will be informed by the Regional or County Superintendent to abide by each standard:

AQI Values	Health Categories	Cautionary Statements for 8 – Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy Red Flag	Active children and adults, people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion

When notified of an AIR POLLUTION episode, Superintendent or Designee will:

1. Instruct employees to minimize strenuous physical activity.
2. Cancel any events requiring the use of vehicles.
3. Urge employees to minimize the use of vehicles.

BUS ACCIDENT PROCEDURE

Bus Driver:

- ☐ Protect student passengers from injuries and the bus from further damage.
- ☐ Turn off the ignition, remove the key and activate the hazard lights.
- ☐ Check for conditions that could cause a fire.
- ☐ If conditions are safer outside the bus than inside, evacuate the bus.
- ☐ Do not leave students unattended or unsupervised.
- ☐ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- ☐ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- ☐ Do not discuss details of the accident with media.
- ☐ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- ☐ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- ☐ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- ☐ Dispatch a school representative to the accident location.
- ☐ School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- ☐ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- ☐ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- ☐ Ensure any special health information or medication for any injured student is sent to the hospital.
- ☐ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- ☐ Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- ☐ Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

SEVERE WEATHER PROCEDURE

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until campus can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate the “Off-Campus Evacuation” procedure.

Off-Campus Evacuation Procedure Template

(Modeled after other Emergency Procedures in Crisis Response Plan)

Purpose:

The Off-Campus Evacuation Procedure is used to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

Administration:

- ☐ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.
- ☐ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- ☐ Determine the appropriate pre-designated relocation site and evacuation route.
- ☐ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- ☐ The school Incident Commander or designee will obtain the “***Off-Campus Evacuation Sites***” form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- ☐ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- ☐ Implement procedures for setting up the bus evacuation staging area.
- ☐ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- ☐ Direct staff to move students to the evacuation staging area for loading onto buses.
- ☐ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- ☐ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- ☐ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

Teachers and staff

- ☐ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
 - ✓ Ensure special needs students and staff are assisted. Request help if needed.
 - ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- ☐ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- ☐ Maintain control of your class.
- ☐ While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the Incident Commander or Student Accountability Group or other designee upon arrival.
- ☐ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may also be asked to implement the Teacher Buddy system and assist in staffing the site.

UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

Gas Leak - INDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100', more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of campus and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- ☐ If problem is in, or on, a school building and there is smoke or threat of fire:
 - ☐ Evacuate the building(s).
 - ☐ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

Suspension and Expulsion Policies

TULARE JOINT UNION HIGH SCHOOL DISTRICT

LEGAL CODE REGARDING STUDENT DISCIPLINE: EDUCATION CODE 48900 AND CONSEQUENCES

ALL PUPILS ENROLLED IN STATE PUBLIC SCHOOLS HAVE THE INALIENABLE RIGHT TO ATTEND CLASSES ON SCHOOL CAMPUSES THAT ARE SAFE, SECURE, AND PEACEFUL. A pupil shall be suspended from school or recommended for expulsion if the Superintendent or the Principal or the Principal's designee of the school in which the pupil is enrolled determines that while under the jurisdiction of the school, the pupil has:

A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission to possess the item from a certified school employee, which is concurred in by the Principal or the designee of the Principal.

C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or being detected in the immediate area (motel room, vehicle, etc.) of any controlled substance, alcoholic beverage or intoxicant while under the responsibility of the school and with knowledge of the presence of the substance.

D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and 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. Stolen 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.

I. Committed an obscene act or engaged in habitual profanity or vulgarity.

J. 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.

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.

L. Knowingly received stolen school property or private property.

M. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

N. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

P. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

R. Engaged in an act of bullying, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. Any student found to engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically towards a pupil or school personnel shall be suspended and a mandatory police report is made.

Bullying consists of one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.

S. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

T. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

U. As used in this section, "school property" includes, but is not limited to, electronic files and databases.

V.A superintendent of the school district 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.

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

.2 – engaged in sexual harassment

.3 - hate violence

.4 - harassment, threats, intimidation against a pupil or group

.7 – made terroristic threats against school officials or school property

A PUPIL WILL BE SUSPENDED OR EXPELLED for any of the above acts when that act is related to a school activity or school 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.

NEW LEGISLATION requires school personnel to contact the police department for any violation involving alcohol or drugs.

Policy for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). The following email is provided to inform all teachers (4) four times each school year:

SAMPLE EMAIL:

Dear Staff,

The district is using Google Forms to notify teachers of the pupils that have been subject to suspension or expulsion. Please note, when taking attendance, a red “**SSA**” will appear next to the name of a student that has violated Education Code 48900 in the previous three (3) years - this information is also updated immediately after an offense has occurred. If you wish to know what code violations were committed, Technology created a 48900 report that is linked to the student password lookup. Attached is a link that will walk you through the process of looking up student password, or accessing the new 48900 report. You may also contact the Assistant Principal at your site if you have questions regarding a student.

<https://docs.google.com/document/d/1fwfs2GN-T3eBX35VUYECKnw3ye6XqaNrWK9pxAwrDAU/view>

Please complete the attached Google Form at your earliest convenience. A receipt will be sent when you complete this task.

Thank you in advance for your cooperation.

ACCELERATED CHARTER HIGH SCHOOL

4136 N. Mooney Blvd.
Tulare, CA 93274
(559) 687-7303 Phone
(559) 687-7315 Fax

To: ALL CERTIFICATED STAFF
From: **Assistant Principal's Office**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- (C-1) possessed/sold/furnished firearm
- (C-2) brandished a knife at another person
- (C-3) sold a controlled substance
- (C-4) committed/attempted to commit sexual assault or sexual battery
- (C-5) possession of an explosive
- (A-1) caused serious physical injury to another person (needed medical attention)
- (A-2) possessed any knife or other dangerous object
- (A-3) possessed a controlled substance
- (A-4) committed robbery or extortion
- (A-5) committed assault or battery upon a school employee
- A – altercations, fights
- B – sold/furnished a knife or dangerous object
- C – use/under influence or possession of a small amount of drugs or alcohol
- D – Look alike substance (offered/tried to sell)
- E – attempted to commit robbery or extortion
- F – caused/attempted to cause damage to school or private property
- G – stole/attempted to steal school or private property
- H – possessed or used tobacco or nicotine products
- I – committed an obscene act or engaged in habitual profanity or vulgarity
- J – possessed drug paraphernalia
- K – disruption of school activities or defiance
- L – knowingly received stolen property
- M – possession of an imitation firearm
- O – harassed/threatened/intimidated a complaining witness
- P – offered or sold/attempted to sell prescription drug Soma
- Q – engaged/attempted to engage in hazing
- R- engaged in act of Bullying
- S – aiding or abetting in the infliction of physical injury
- .2 – engaged in sexual harassment
- .3 - hate violence
- .4 - harassment, threats, intimidation against a pupil or group
- .7 – made terroristic threats against school officials or school property

If you have any questions or want more information, please see Sara Zakarian, Assistant Principal

Discrimination and Harassment Policy

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

California's Education code specifically prohibits discrimination and harassment against students and staff in schools on the basis of ethnic group identification, race, national origin, religion, color, mental or physical disability, actual or perceived sexual orientation or gender identity. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act. An important part of this intent is to prevent sexual harassment in the work and educational setting.

The Tulare Joint Union High School District will not condone, permit, or tolerate sexual harassment of employee or students in any manner whatsoever. Persons engaging in such harassment may be subject to discipline up to and including discharge or expulsion. Tulare Western High School will not tolerate sexual harassment of any student by any other student or district employee. Any case of harassment should be reported immediately to a school administrator.

Sexual Harassment Definitions

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
- (2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.
- (3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- (4) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school district.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

- (1) The campus or school grounds.
- (2) Properties controlled or owned by the school district.
- (3) Off-campus, if such activity is sponsored by the school district or is conducted by organizations sponsored by or under the jurisdiction of the school district.

Sexual harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, the California Fair Employment and Housing Act and its regulatory guidelines, the California Education Code and District Board Policy.

Violation of this policy shall constitute, generally, just and reasonable cause to discipline, up to and including termination or expulsion, and shall constitute, specifically, persistent violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the governance of the District by the Board of Education of the Tulare Joint Union High School District under Education Code section 44932, subdivision (g).

COMPLAINT PROCESS: Employees or students believing that they have been subjected to sexual harassment or other forms of discrimination should bring his/her complaint to the attention of his/her immediate supervisor or the District's Affirmative Action Officer at the District Office, his/her teacher, counselor or school administrator.

Internal: To accommodate the unique nature of sexual harassment complaints, an internal process is provided for the primary purpose of resolving a complaint at the earliest possible date while protecting the confidentiality of the parties. In order to do this, the District Personnel Division will commence an investigation of each and every claim as expeditiously as possible following receipt. As part of this investigatory process, the District will:

- a) If the complainant is not satisfied with an informal attempt to resolve the matter and wishes to pursue it more formally, obtain a factual written statement of the complaint for the District Superintendent, his designee, or other department heads, site managers, etc., as required on a need-to-know basis.
- b) Obtain from the Associate Superintendent, Personnel, or his designee, authorization to investigate the complaint, review factual information collected to determine whether the alleged conduct constitutes sexual harassment — giving consideration to the record as a whole and the totality of circumstances — including the nature of the sexual advances and the context in which the alleged incidents occurred. At all times, information will only be shared on a need-to-know basis and confidentiality will be protected.
- c) Counsel the individuals involved and outline options available to them.
- d) Take or authorize appropriate action as defined by the Associate Superintendent, Personnel.
- e) Report to the individuals directly involved in the case as to the findings of

any investigation and action taken.

- External:
- a) If the complaint is not adjusted to the satisfaction of the employee or student in the internal complaint process, Title IX or other complaint forms are available for filing a formal complaint.
 - b) Depending on the circumstances of the complaint, any steps of the internal process may be waived and the external process initiated at the appropriate step.
 - c) As an alternative to these procedures, employees may contact the Office of California Department of Fair Employment and Housing (DFEH)

Employees or students should initiate complaints in a timely fashion. It should be noted that the District wishes to know of any complaint alleging sexual harassment as soon as possible after it occurs.

It is unlawful for the District to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment or academic decisions, fail to treat impartially in the context of any recommendation for subsequent employment or decisions in regard to academic conditions or otherwise deny any employment or academic benefit to an individual because that individual has filed a complaint alleging harassment.

Efforts will be made to protect the privacy of parties involved in the complaint process and will be shared only on a need-to-know basis and will not be considered public record or otherwise available to the general public.



Tulare Joint Union High School District

Transgender and Gender Nonconforming students Ensuring Equity and Nondiscrimination DISTRICT GUIDE

Purpose: The purpose of this district guide is to advise schools regarding issues relating to transgender and gender nonconforming students in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

The guide does not anticipate every situation that might occur. It does offer suggested approaches to specific instances when the protections or the Safety of transgender and gender nonconforming students may come into question.

Definitions: The following definitions apply:

“Transgender students” refers to students whose gender identity is different than from their sex at birth, and whose gender expression is different from the way males or females are expected to look or behave.

“Gender identity” refers to one’s understanding, interests, outlook, and feelings about whether one is female or male, or both, or neither, regardless of one’s biological sex.

“Gender expression” refers to the way a person expresses her or his gender, through gestures, movement, dress and grooming.

“Gender Nonconforming Students” refers to students that have a gender expression that does not conform with stereotypical expectations, for example, “feminine boys,” “masculine girls,” and students who are androgynous. Another example might be the boy who comes to school in clothing that some might perceive as “girls,” or the girls that might be perceived as “boys”.

Note: The definitions provided are not meant to label a student but are intended as functional descriptors.

Guidelines: The following guidelines will be followed in the district:

Issues of Privacy:

All persons, including students, have a right to privacy; this includes keeping a student's transgender status private. Therefore, school personnel will not disclose a student's transgender status to others, including parents, and/or other school personnel, unless there is a specific "need to know."

Whenever discussing a particular issue such as conduct, discipline, grades, attendance, or health with a transgender or gender nonconforming student, focus on the conduct or particular issue, and not on any assumptions regarding the student's actual or perceived gender identity. When school personnel must contact the parents of a transgender or gender nonconforming student, "best practice" will dictate that the student should be consulted first to determine an appropriate way to reference the student's gender identity.

Official Records:

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil and the pupil's sex. The District will change a student's official records to reflect a change in legal name or gender that has been changed pursuant to a court order. If a student indicates to school personnel that he or she wishes to be addressed by a name corresponding to his or her gender identity, that name may be entered in the "Alias" field of Aeries. This will serve to inform teachers of the name to be used when addressing the student.

Names/Pronouns:

Students are to be addressed by a name and pronoun that corresponds to the gender identity that the students consistently assert at school. Students may request to be addressed by their "preferred name" (and preferred pronoun) that corresponds to their identity without obtaining a court order or without changing their official records. This reference guide acknowledges that inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur, but it does not condone an intentional and persistent refusal to respect a student's gender identity.

It is strongly suggested that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at conferences with the student's parents. In cases where students and parents may be in disagreement about the name and pronoun to be used at school, school administrators may refer families to appropriate outside counseling services.

Restroom Accessibility

Schools may maintain separate restroom facilities for male and female students. At the discretion of the school administrator, a student may be provided access to a restroom facility that corresponds to the gender identity that the student consistently asserts at school. If the student and administrator feel that there is a reason or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative restroom such as a single stall “unisex” restroom or the health office restroom. In all instances, decisions about alternative restroom use should be governed by the school administrator’s judgment concerning the safety and best interests of the student in question.

Locker Room Accessibility

Schools may maintain separate locker room facilities for male and female students. Schools may, however, provide a student access to a locker room facility that corresponds to the gender identity that the student consistently asserts at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:

1. Use of a private area (i.e., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor’s office in the locker room, or a nearby health office restroom).
2. A separate changing schedule (either utilizing the locker room before or after the other students).

Sports and Physical Education Classes

Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Participation in competitive athletic activities and contact sports are to be resolved on a case-by-case basis and follows CIF regulations.

Dress Codes

Dress code should be applied uniformly to all students. However, a transgender and/or a gender nonconforming student has the right to dress in accordance with the gender identity that the student consistently asserts at school, within the constraints of the school’s dress code, as it relates to health and safety (e.g. prohibitions on wearing gang symbols, regalia, and apparel).

Transferring a student to another school

School sites must ensure that transgender or gender nonconforming students are being provided a safe school environment. This includes

ensuring that any incident of discrimination, harassment, or violence that threatens students is given immediate attention (i.e. investigating the incident, and, if appropriate, determining and enforcing corrective actions). In general, schools should endeavor to keep transgender or gender nonconforming students at their school site.

Although the remedy or response to a transgender or gender nonconforming student who is being discriminated against or harassed should not be an “automatic” opportunity transfer to another school, the request for a school transfer shall follow all established district policies on Intra-district transfers.

Schools may not offer a transfer to another school on the inaccurate assumptions that a transgender or gender nonconforming student “should expect to be harassed,” or “has brought the harassment upon themselves by being open about their gender identity.”

Discrimination/Harassment

Complaints alleging discrimination or harassment based on someone’s actual or perceived transgender or gender nonconforming identity are to be handled in the same manner as other discrimination/harassment complaints.

The Tulare Joint Union High School District strives to provide a safe and secure environment at all sites. Staff and administrators will treat every student as the gender with which he or she identifies, protect the safety and privacy of all students, and aggressively combat all forms of illegal discrimination. The district will ensure to educate the school community of these guidelines.

GRIEVANCE PROCEDURE FOR HARASSMENT AND DISCRIMINATORY INTIMIDATION

PURPOSE:

To define the Tulare Joint Union High School District's policy on the prohibition and prevention of harassment and discriminatory intimidation in District employment and academic status or progress.

DEFINITION:

Harassment, as differentiated from sexual harassment, includes acts by one or more persons on another that repeatedly torment, pester, persecute, or otherwise persistently trouble to the point of causing extreme anxiety, frustration, anguish or fear of harm. These acts may be physically or verbally threatening as would be determined by a reasonable person's standard.

It is the intent of the District to provide a working and educational environment for all individuals which is free of harassment and discriminatory intimidation whether based on race, color, religion, sex, age, national origin, handicap or veteran status. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act.

The District will not condone, permit or tolerate harassment or discrimination against employees or students in any manner whatsoever. Persons engaging in such harassment or discrimination may be subject to discipline up to and including discharge or expulsion.

The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of harassment or discriminatory intimidation, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The District acknowledges and respects student and employee rights to privacy. Harassment and intimidation complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential, except to the extent necessary to carry out the investigation or proceedings as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The District recognizes that informal conferences can often lead to an early compromise agreeable to all parties in a dispute. Whenever all parties to a complaint agree to try resolving their problem through an informal process, the Superintendent or designee shall determine the process before beginning a formal compliance investigation.

The procedure for filing and investigating complaints is as follows:

Step 1 - Filing of Complaint:

Any individual, public agency or organization may file a written complaint of alleged intimidation or harassment. The complaint shall be presented to the Superintendent or designee,

who will then give it to the administrator assigned to complaint investigations. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint.

Complaints alleging unlawful discriminatory intimidation may be filed by a person who alleges that he/she personally suffered unlawful discriminatory intimidation or harassment, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discriminatory intimidation or harassment. The complaint must be initiated no later than six months from the date when the alleged intimidation occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation:

Within ten days of receiving the complaint, the investigating administrator shall informally discuss with the complainant the possibility of an informal meeting between the complainant and the employee named in the complaint. If all parties agree to meet, the investigating administrator shall make all arrangements for this process.

If the informal process does not resolve the problem within the parameters of law, the investigating administrator shall proceed with his/her investigation of the complaint.

Step 3 - Investigation of Complaint:

The investigating administrator shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful, informal attempt to resolve the complaint. This meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the investigating administrator and the complainant may ask other individuals to attend this meeting and provide additional information.

When the investigation is completed, the findings will be communicated to the complainant. If not satisfied with the results of the investigation, the complainant will be told of his/her right to bring harassment or discriminatory intimidation cases before the Department of Fair Employment and Housing or the Board of Trustees in closed session.

Tulare Joint Union High School District

STUDENT DRESS CODE

(Board Policy 5132)

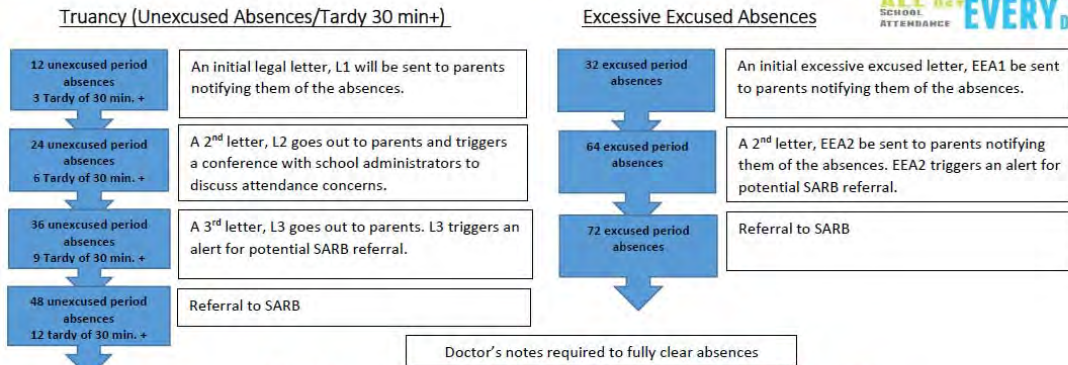
The school district encourages students to dress appropriately for school and enforces a dress code for all high school students. Research has shown that student dress and appearance affect student attitude and conduct and that appropriate grooming and dress are a part of the learning process. **All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency, safety, and good taste, as deemed appropriate by the school administration.** We understand that students and their parents freely choose a style of dress that reflects the student's individuality, but we also believe that there are standards of appropriateness in grooming so not to distract from the educational process.

1. Student dress and appearance shall not be hazardous to the safety of anyone in the school.
2. Footwear must be worn at all times
3. Any apparel, jewelry, accessory, notebook, backpack, or manner of grooming, which, by virtue of its color, arrangement, trademark or any other attribute denotes membership in gangs, advocates drug use, violence, disruptive behavior or is offensive is prohibited. A behavior contract is enforced based on gang associated activities.
4. Caps, hats, and head coverings are not permitted on campus.
 - a. **Beanies will be allowed outdoors November 1 to March 1.** The beanie must be: Free of designs other than district/school logos, free of any gang affiliation, and free from advocating any alcohol, drug or tobacco product.
 - b. **Sun protection.** Students are allowed to wear a full brim hat that is constructed of cotton or canvas material, capable of being folded up while in the classroom. These hats must be: Free of any type of logo or writing; Solid white or khaki color, and removed upon entering the school building.
5. See-through, bare midriff, fishnet blouses, spaghetti strap tops (straps must be one (1) inch or wider), low cut revealing tops, muscle shirts, strapless tops, off-the-shoulder and undershirts are prohibited. Shirts cut lower under the arm will not be acceptable.
6. No student may wear clothing that contains words that are suggestive or has suggestive double meanings of lewdness, obscenity or vulgarity. Clothing advertising alcohol, drug or tobacco products is prohibited.
7. The length of shorts must be within the bounds of decency and in good taste as appropriate for school. (See the following page of short styles that are acceptable.) All shorts, skirts, and skorts must reach mid-thigh. Biker shorts shall not be worn as outer garments.
8. Any clothing, hairstyle, piercings, or styles of dress that may cause a threat, have a negative effect, or disrupt the educational process will not be permitted.
9. Shirts must be worn at all school activities including sporting events. Bare midriffs will not

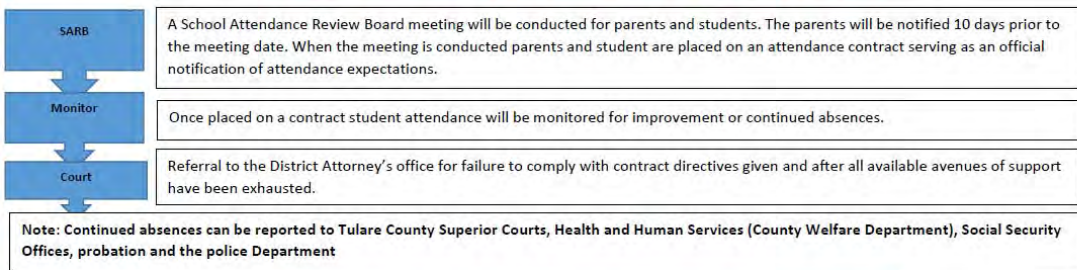
be allowed.

10. No bagging or sagging clothes are permitted. Pants must fit at the waist, hips, crotch, and thighs. Belts must be tucked into the pant loop. No inappropriate holes or frays will be permitted.
11. Bandanas are not allowed at school or at school-sponsored events.
12. Towels, T-shirts, folded shirts **or any other clothing article cannot be worn around the neck, draped over the shoulder,** or hanging from the pocket.
13. Heavy chains that may pose a danger are prohibited.
14. Sports jerseys are not allowed on campus other than those with district/school logos.

TJUHSD Attendance/SARB Process for Parent:



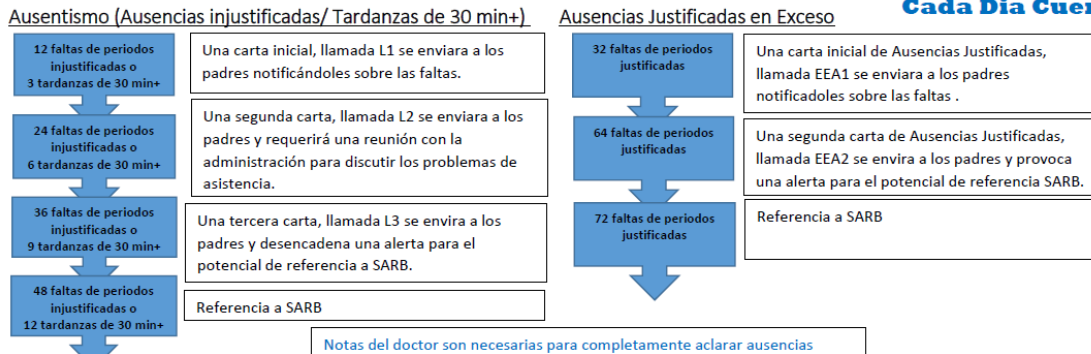
Student Attendance Review Board (SARB) Process



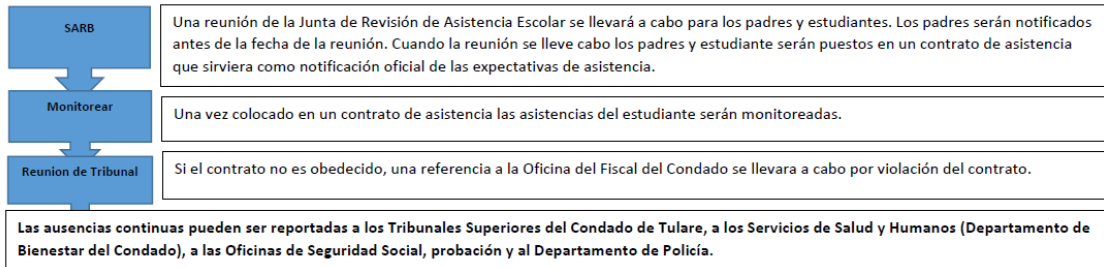
All Absences Subject to the California Department of Education Ed Code Laws

Ed Code. 48263. If any minor pupil in any district of a county is a habitual truant, or is irregular in attendance at school, as defined in this article, or is habitual insubordinate or disorderly during attendance in school, the pupil may be referred to a school attendance review board or to the probation department for services if the probation department has elected to receive these referrals.

TJUHSD Asistencia/Proceso de la Junta de Asistencia Escolar (SARB) Para Padres



Proceso de la Junta de Asistencia Escolar (SARB) para Padres



Todas las ausencias están sujetas a las Leyes Del Código Educativo del Departamento de Educación de California

Código Ed. 48263. Si cualquier alumno menor en cualquier distrito de un condado es un ausente habitual, o es irregular en la asistencia a la escuela, tal como se define en este artículo, o es habitual insubordinado o desordenado durante su asistencia a la escuela, el alumno puede ser referido a una escuela junta de revisión de asistencia o al departamento de libertad condicional para servicios si el departamento de libertad condicional ha elegido recibir estas referencias.

Safe Ingress and Egress Procedures

Safe Ingress/Egress of Pupils, parents, and school Employees

Safety of students, parents, and school personnel begins with the access to the school site. The following District rules have been instituted to support a safe environment for all:

- All visitors entering our campus are to sign in at the school office.
- All students are to exit and enter vehicles at the designated areas.

- Accelerated Charter High School is a Closed Campus.

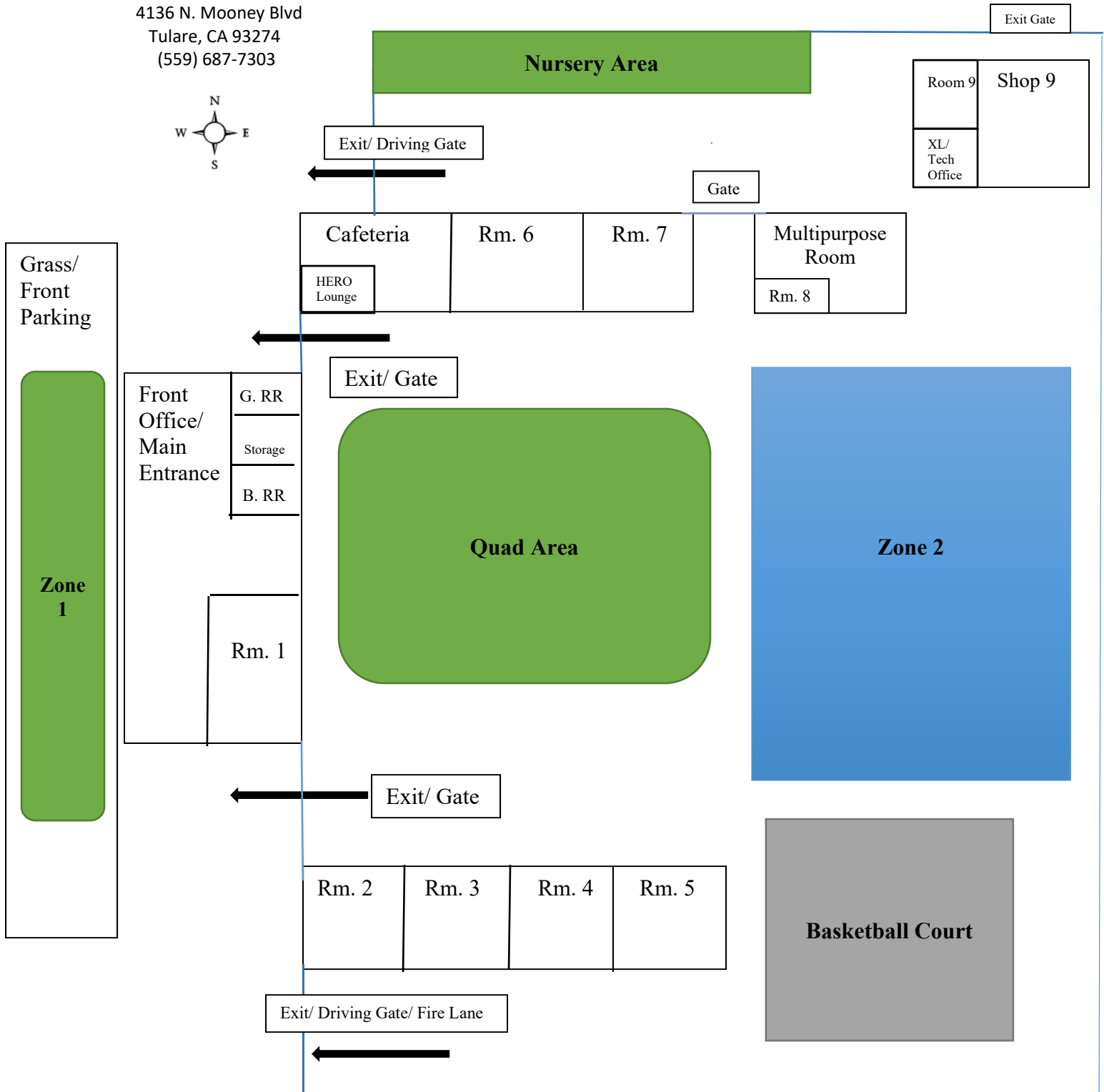
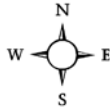
Students are not to leave the school campus unless they are being picked up by a parent or authorized person whose name appears on the student's emergency card on file in the school office/on Aeries, or unless a notification is given by the parent in writing.

Acceptance of a facsimile with the parent's signature may be approved by the school administration in emergency situations.

Accelerated Charter High School Campus Map

Accelerated Charter High School

4136 N. Mooney Blvd
Tulare, CA 93274
(559) 687-7303



Ensuring a Safe and Orderly Environment: School Climate

At Accelerated Charter High School, we take great pride in having a safe and secure campus. Here are a few guidelines regarding school safety that all ACHS students are expected to follow:

Any kind of threat made on our campus by anyone, either verbally or in writing, will be considered a very serious issue. Both the school and the police will become involved in the case. The admin team will utilize the Threat Assessment model to determine what kind of threat was made, the seriousness of the threat, the validity of the threat, and what necessary steps should be taken next. If necessary, the student may be suspended from school and the situation investigated for possible expulsion from the school district. Threats of any kind have no place on our campus.

It is against the criminal law and school law to bring any kind of weapon to school. This includes any kind of knife. The education code allows for a student to be expelled from school for bringing a weapon or any kind of dangerous object onto a school campus, if other means of correction cannot be successful. Expulsion will occur if a weapon or any dangerous object is found in the student's possession, in their backpack, in their locker, or in their car parked on campus. Furthermore, any student found in possession of a weapon or dangerous object will be arrested by the police.

We advise students to not jeopardize themselves of their education by violating either of these two guidelines.

We also ask for assistance and cooperation by communicating to a staff person if students hear or see anything that could threaten the safety of others on campus.

With everyone working together, our goal is that Accelerated Charter High School will continue to maintain a safe and secure campus.

School Climate Data Analysis

Priority Area	Data Source	Justification
Priority One Gang Awareness/Prevention	Climate Survey Staff Observations Referrals Suspensions	Gangs are prevalent in Tulare County and in Tulare County schools and gang awareness and prevention have become a priority. Our goal is to keep the influence of gangs out of ACHS, to keep students safe, and to create positive experiences for all students. All staff must realize the many reasons students join gangs and come up with prevention strategies, programs, and services.
Priority Two Bullying Awareness/Prevention	Staff Observations Counseling Referrals Aeries Data	Creating and maintaining a safe learning and social climate at ACHS is crucial in ensuring all students have an equal opportunity for success. Bullying affects students' lives inside and outside of school. With the pervasiveness of technology, bullying is becoming more prevalent and harder to prevent.
Priority Three Drug/Alcohol Awareness Prevention	Counseling referrals Suspensions Expulsions Interquest Recovery Resources TYSB	Statistics show that there is a high rate of teens involved in drugs and alcohol. Our goal is to keep students involved in activities that help develop a strong sense of pride, school ownership, and self-worth to deter the involvement in drugs and alcohol in student lives.
Priority Four Strengthen student self-respect, student relationships to school and staff, (i.e. school spirit, school ownership, positive relationships, eliminating apathy).	Staff Observations Student involvement Character Counts Attendance data SART Assemblies Rallies PBIS-Positive Behavioral Interventions and Supports training.	Studies show that dropout rates are reduced and student success is increased when students have positive relationships with staff and take ownership of their school. Reducing violence can also be accomplished by creating an atmosphere of mutual respect and student respect and through good facilities and resources. Providing students with activities to get involved, increases positive experiences for the high school student. A PBIS team has been created to create, develop, and implement a comprehensive program. (ERIC/CUE Digest No. 115).

School Climate Action Plan

School Climate

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: To reduce the number of negative incidents relating to gang activity by the end of the 2019-2020 school year, with the intention of reducing the incidents every year.

Activities: Implementing intervention and prevention programs such as Safe Schools Intervention Program (SSIP) and Recovery Resources, as well as ACHS Administration, Counselor and School Resource Officer counseling with students. Creating an effective, consistent strategy that staff is familiar with and uses to combat gang involvement. Also, in creating staff gang awareness the staff will take more of a vested interest in gang members in hopes of creating positive relationships and reducing gang involvement. Increasing parent awareness about gangs through presentations and information that can help parents at home, and the community, in prevention, especially if their child is affiliated.

Goal Two: To create a bully and harassment free school.

Objective Two: To reduce any bullying or harassment on campus by having the students anonymously report any incidents using the online Sprigeo reporting system for the 2019-2020 school year.

Activities: Bully awareness and training of staff, the identification of a bully and the immediate intervention, counseling services, creating a way for students to anonymously report harassment, and creating student awareness through rallies, self-esteem builders, and coping skills. Implementation of Sprigeo software to report bullying from computer (Internet) generated reports. A commitment by ACHS administrators to follow-up with all Sprigeo reports in a timely manner. ASB will design and lead the campus through an Anti-Bullying week.

Goal Three: Drug/alcohol awareness and prevention

Objective: To reduce the amount of negative incidents relating to drugs and alcohol by the end of the 2019-2020 school year.

Activities: ACHS will utilize the services of Recovery Resources to help speak to students who have had drug and alcohol related incidents as well as students who are identified at risk of using drugs and alcohol. The district has contracted with Interquest, a canine-search company that comes on campus and randomly searches for drugs and alcohol among other items.

Goal Four: Strengthen student self-respect and student relationships to school and staff.

Objective: To provide numerous opportunities for students to get involved in school, build relationships with other students and staff, and to take pride in their campus.

Activities: Accelerated Charter High School created an ASB Leadership class during our inaugural year to help students take an active role in campus activities and ownership. Students have hosted lunchtime music, activities, dress-up days, and Harvest festival during the 1st semester of the 2019-2020 school year. All students have the opportunity to participate in these campus activities and ASB works hard to promote and include all students. ASB is also participating in the Step-Up Leadership Program to help empower youth to work with the community and find a solution to community issues. ACHS Staff has hosted campus-wide events, such as an ice-cream social, hot dog bbq, nacho bar, and Thanksgiving desert for the entire student body. ACHS Administration has implemented nine-week assemblies to recognize students for excellent attendance and grades. Students receiving a 3.0 to 3.49 receive a bronze award, 3.5-3.99 receive a silver award, and 4.0 students receive a gold award. The principal also gives a special award to the top student from each session. A PBIS – Positive Behavioral Interventions and Support team (HERO Team) has been created at ACHS. This team of people includes: an administrator, counselor, teacher, special education teacher and school psychologist. This team of five have been participating in trainings and is working with the staff at ACHS to create, develop, and implement a comprehensive system of working with students on discipline issues and promoting positive behaviors. The theme for this system is ACHS Titan H.E.R.O. H = honor, E= effort, R = respect, O = overcoming obstacles. An incentive program is utilized in which students receive Titan Tickets and Titan Gold Cards for demonstrating positive behaviors and receive gift cards and other items from the community.

Action Plan

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Safe Schools Intervention Program (SSIP)	Ongoing	Sara Zakarian	LCAP	SSIP Life Coaches work with all at-risk students, esp. those involved with gangs	Ongoing
Recovery Resources	Ongoing	Sara Zakarian Abel Loza	CSI Funds	N/A	Ongoing
TYSB Counseling	Ongoing	Abel Loza	Student Funding	N/A	Ongoing
Comprehensive Plan/Strategy	Ongoing	Sara Zakarian	N/A	Staff is currently exploring preventative strategies	Ongoing

Staff Awareness	Ongoing	Sara Zakarian	N/A	Continuous updates and awareness of student gang involvement	Ongoing
Staff Survey	Fall 2019	Sara Zakarian	N/A		Yes
Student Survey	Spring 2019	Sara Zakarian	N/A		No
Bullying/Harassment awareness education for students	Ongoing	Sara Zakarian ASB	Safety Grant	District Wide	Ongoing
Staff Training	Ongoing	Sara Zakarian District Office	N/A	N/A	Ongoing
Counseling Services	Ongoing	Abel Loza	N/A	N/A	Ongoing
Sprigeo	Ongoing	Sara Zakarian Abel Loza	Safety Grant	Sprigeo Website/reports	Ongoing
ASB Activities	Ongoing	ASB Abra McDowell	ASB	N/A	Ongoing
Staff Involvement w/students	Ongoing	ASB Abra McDowell Sara Zakarian	ASB	N/A	Ongoing
PBIS Positive Behavioral Interventions and Support	Ongoing	Sara Zakarian PBIS Team	PBIS Grant	N/A	Ongoing

Ensuring a Safe and Orderly Environment: Physical Environment

At Accelerated Charter High School, we take great pride in having a safe and secure campus. Listed below are areas that Accelerated Charter High School implements to ensure safety on the campus:

- Accelerated Charter High School has annual inspections of the physical plant. Maintenance reports of all infrastructure is up to date with state and federal regulations.
- ACHS has 31 working surveillance cameras to monitor campus safety, with five desktop video monitoring stations.
- Administration, Campus Supervision, School Resource Office, Security Guards, Teaching Staff, and Maintenance have 40+ hand held two-way radios with 2 base stations to communicate any issues regarding safety, monitoring, or maintaining the campus.
- ACHS has two full-time security guards to monitor the campus throughout the school day.
- ACHS has a full-time SRO on campus to assist administration, and work pro-actively with students to make good choices.
- ACHS has a campus supervision team that helps monitor the campus throughout the school day. This team includes administrators, SRO, and security guards. Many teachers also assist in daytime supervision.
- ACHS is training all staff members that participate in campus supervision in Crisis Prevention Intervention Training, through the Tulare County Office of Education.
- All staff members of ACHS participated in ALICE Active Shooter Training led by the ACHS Administrative Team. This training consisted of a “classroom” presentation of what to do in the event of an active shooter, as well participation in scenarios to practice what was learned.
- ACHS has a one-way point of entry onto campus in the morning. Students may access the campus via the front gate on the south side of the Administration building. This gate is monitored by security guards and ACHS Administration when open. Students are subject to bag searches and are wanded by the metal detector before entering ACHS. All gates are locked when morning bells ring. Students can access the campus after all gates are locked through the front office.

Additionally, ACHS has retro-fitted the front door of the office to include a locked door with a speaker/buzz-in system that lets office staff give permission to the individuals that enter the buildings.

We also ask for assistance and cooperation by all stakeholders of ACHS to communicate any defects or issues they may see to administrative staff that could threaten the safety of others on campus.

With everyone working together, our goal is that ACHS will continue to maintain a safe, secure, and well-maintained campus.

Action Plan

Physical Environment

Goal One: To create an aesthetically pleasing campus that will increase student ownership and reduce incidents of violence, encourage school spirit and pride, and where students feel safe and respected.

Objective One: By the end of the 2019-2020 school year, ideas will be generated and a plan will be in place to create a more aesthetic, student centered campus.

Activities: Get ASB and other students involved in creating, designing, and implementing a program that promotes school pride through activities that: increase campus cleanliness, restroom and cafeteria cleanliness, and student traffic throughout the day.

Goal Two: To implement use of the bell/intercom system throughout the campus to be used for bells, making announcements, and emergency situations.

Objective Two: Actively utilize the bell/intercom system throughout campus during the 2019-2020 school year.

Activities: Use the intercom system to make campus-wide announcements, including: pledge of allegiance and bulletin notices. Also utilize the intercom system for emergency situations and training for emergencies.

Objective Three: Actively utilize the Scan Student Identification Card Authorization (SSICA) to monitor student attendance, truancy, graduation status, and PBIS incentive program during the 2019-2020 school year.

Activities: Administration will scan student ID cards when students are tardy in the morning in order to monitor student tardies/attendance. Student cards will also be used for positive behaviors exhibited on campus for incentive program (inc. raffles, prizes, etc.). SSICA will also be used for RTI and notification of parents.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Campus Beautification and Recycling Program	Fall 2019-Spring 2020	Sara Zakarian ASB	N/A	N/A	Ongoing
Restroom & Cafeteria Cleanliness	Fall 2019-Spring 2020	ASB	N/A	N/A	Ongoing

Utilize intercom system to read announcements and communicate important information to students	Fall 2019-Spring 2020	Wendi Powell Sara Zakarian Valerie Valencia	District	N/A	Ongoing
Utilize Scan Student Identification Card Authorization (SSICA)	Fall 2019-Spring 2020	Sara Zakarian Abel Loza	District	N/A	N

Policies and Procedures (See Attachments)

Policy/Procedure	Compliance Y/N	Comments	Next Steps
Child Abuse	Y	Follow county regulations and board policy.	Report to Tulare County CPS. File written report.
Disaster/Crisis/ Earthquake	Y	Conduct disaster drills. That is monitored by Tulare Police and Fire Department.	Continue drills annually.
Suspensions and Expulsions	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Notification of Dangerous Pupils	Y	Receive information from county probation agencies.	Continue to adhere to rules and regulations annually.
Discrimination and Harassment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Dress Code	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe Ingress and Egress	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe and Orderly Environment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Rules and Procedures on Discipline	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Hate Crimes/Bullying Reporting	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Graduation and Attendance	Y	Follow Attendance and graduation policies	Continue adherence annually

Evaluation of Action Plan

Effort and Process:

- Number of staff, students, families and others involved
- Number of hours
- Number of meetings

Impact:

- Reductions in:
 - School Crime
 - Suspensions
 - Expulsions
 - Referrals
 - Truancy
 - Negative perceptions
- Increase in:
 - Academics
 - Attendance
 - Positive climate
 - Positive outcomes

Appropriate Programs and Strategies that Provide School Safety

Accelerated Charter High School safety program involves a wide range of administrators, counselors, teachers, and school staff that support the safety and welfare of all students.

Accelerated Charter High School Safety Staff:

Wendi Powell, Principal

Sara Zakarian, Dean of Students

Abel Loza, Counselor

Valerie Valencia, Principal's Secretary

Roxanne Bernard, School Psychologist

Elias Flores, SSIP Counselor

Arthur Cabello, SSIP Counselor

Jaime Garza, School Resource Officer, Tulare County Sheriff's Office

Shakeisha Daniels, Campus Security

Anthony Alafa, Campus Security

Campus Supervision Team: Sara Zakarian, Wendi Powell, Abel Loza, Jaime Garza, Shakeisha Daniels, Victor Rincon, Roxanne Bernard, Elias Flores, Chris Covert

Other Staff:

Lucia Vega, TYSB Counselor

Brett Woolman, TYSB Counselor

Travis Durbin, Recovery Resources Counselor

Safety procedures are addressed and implemented every school year through Student Folders, Campus Newsletter, and ACHS Student Orientation. The Campus Deputy works with school administration, counseling, and the Campus Security Team to monitor and enforce school rules and regulations which includes supervision before school, breaks, lunch, and after school. Telephones, radios and school PA system are utilized to ensure immediate communication with teachers, students, and staff at Accelerated Charter High School.

Administration and Counseling address issues on a student by student basis and work to promote safety of academic success at Accelerated Charter High School. Duties include monitoring and reinforcement of the requirements of school academic progress and school behavior.

If students need further assistance with behavior or issues, the School Psychologist, Tulare Youth Services Bureau, Turning Point, and SSIP Counselors, are utilized to try to provide the most qualified intervention program for all ACHS students.

If counseling, discipline and intervention methods do not assist students on campus, referrals can be used to transfer students to alternative education sites in the district.

Students are required to carry a Student Identification Card at all times to purchase food, to be allowed to leave campus, to use the bus to be shuttled to other campuses in the district, and to attend school activities that occur after school hours.

Visitors that come to Accelerated Charter High School campus must check in with the receptionist, sign a register, and given an identification tag with their name on the tag.

Campus Supervision Schedule for 2019-2020:

Before School	Wendi Powell, Principal Sara Zakarian, Dean of Students Abel Loza, Counselor Jaime Garza, School Resource Officer Shakeisha Daniels, Campus Security Anthony Alafa, Campus Security
Break	Wendi Powell, Principal Sara Zakarian, Dean of Students Abel Loza, Counselor Jaime Garza, School Resource Officer Shakeisha Daniels, Campus Security Anthony Alafa, Campus Security Arthur Cabello, SSIP Coach Elias Flores, SSIP Coach Travis Durbin, Recovery Resources Counselor Teachers on campus
Lunch	Wendi Powell, Principal Sara Zakarian, Dean of Students Abel Loza, Counselor Jaime Garza, School Resource Officer Shakeisha Daniels, Campus Security Anthony Alafa, Campus Security Arthur Cabello, SSIP Coach Elias Flores, SSIP Coach Travis Durbin, Recovery Resources Counselor Teachers on campus
RTI/After School	Wendi Powell, Principal Sara Zakarian, Dean of Students Abel Loza, Counselor Jaime Garza, School Resource Officer Shakeisha Daniels, Campus Security Anthony Alafa, Campus Security Chris Covert, PE/RV Teacher

FIREARMS ON SCHOOL GROUNDS

Cautionary Notice: SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Board of Trustees is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf 3515 - Campus Security)
(cf 3515.2 - Disruptions)
(cf 3515.3 - District Police/Security Department)
(cf 4158/4258/4358 - Employee Security)
(cf 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf 0450 - Comprehensive Safety Plan)
(cf 1112 - Media Relations)
(cf 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(1)-(0) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference: (see next page)

BP 3515.7(b)

FIREARMS ON SCHOOL GROUNDS (continued)

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Regulation TULARE JOINT UNION HIGH SCHOOL DISTRICT approved: June
23, 2016 Tulare, California

Discipline Procedures

Tulare Joint Union High School District

Discipline Code Summary

GENERAL AIMS

This summary of the revised Discipline Code of the Tulare Joint Union High School District is given to all of our parents and students. We want to make certain that students, parents and staff understand that school regulations governing discipline are based on written rules. Each staff member of the Tulare Joint Union High School District who works with students and parents has been given the opportunity to read and understand these rules and regulations.

This Discipline Code clearly spells out unacceptable actions by students against persons or property. It is also designed to protect the constitutional rights of students. In recent years the courts have emphasized the constitutional principle that students do have certain rights when they attend our schools. Such rights include freedom of expression, speech, and equal educational opportunity. Along with these rights come additional responsibilities on the part of the students. The staff of the school system will work with the students to help them understand their rights and responsibilities and to grow to maturity with additional respect for fairness, justice and truth.

When students are suspended or expelled from school or school activities, we take this action to protect the physical safety of other students or staff or to ensure that classroom instruction is continued without interference. The general safety, well-being, and educational goals of all students must be considered along with the rights and responsibilities of each individual.

Before a student can be suspended, a hearing by local school officials must be given to each student who has been accused of violating the Discipline Code. Parents or guardians must be notified by mail stating the specific acts for which the suspension was ordered. The parents will be invited to the school to discuss the matter.

California law permits suspension from school and school activities for a period of five days, except while waiting for action by juvenile court or the Board of Trustees, when time may be extended.

In expulsion cases, a full hearing is given to each student. This is held before a panel of administrators and teachers appointed by the Board of Trustees. The facts of each case are carefully reviewed in this hearing and findings from the administrative panel are presented to the Board of Trustees in executive session with a recommendation. Final action is taken by the Board of Trustees in open session.

The complete Discipline Code with its supporting data is a very long document. Copies are kept at each school and may be examined there by patrons and students. It is our hope that these rules and regulations will help our schools to carry on in the best tradition and without interrupting their main function - that of giving each student the best education possible. The complete California Education Code may be secured on the web at www.cde.ca.gov.

EXPECTED STUDENT BEHAVIOR

The Board of Trustees of the Tulare Joint Union High School District, in support of public education and the exercise of general supervision of the secondary schools of the District, believes that the conduct of students attending the high schools must establish an educational climate conducive for the furtherance of educational opportunities for youth and the promotion of learning.

To assure this aim, the people of the State have empowered local boards of education to regulate student conduct.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (E.C. 35291)

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (E.C. 48908)

There is a place and an appropriate educational program in our schools for every student interested in pursuing an education. The law requires attendance of youth between certain ages and the public has, through numerous legislative enactments, expressed its will that educational opportunities shall be provided for all.

RULES AND REGULATIONS

The following conduct is not permitted. Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, provided that a pupil may be suspended for any of the reasons enumerated in E.C. Sections 48900 (a-s), 48900.2, 48900.3, 48900.4, 48900.7, 48901.5 and sections of 48915 upon a first offense.

a) The principal may recommend a pupil's expulsion for any of the acts enumerated in Section 48900 and in sections of E.C. 48915.

b) Upon recommendations by the principal or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated E.C. Sections 48900 (a-s), 48900.2, 48900.3, or 48900.4, 48900.7; and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others and that other means of correction are not feasible. The governing board shall order expulsion for violation of E.C. 48915 (c-1) to (c-5).

CAUSES FOR DISCIPLINARY ACTION

VIOLATIONS RELATING TO PERSONS

ABUSE / HARASSMENT, THREATS OR INTIMIDATION (physical or verbal attack on district employee or student) (E.C. 44810, 48900 (a)(1), (a)(2), 48900 i and o, 48900.4, 48900.7; P.C. 71)

ASSAULT AND BATTERY (assault or battery upon another student or upon school personnel; threat of force or violence toward school personnel, at any time or place related to school attendance or functions) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), 48915 (c-2), (a-1), (a-2), (a-5); P.C. 240-243, 245)

BUS CONDUCT (continued disorderly conduct or persistent refusal to submit to authority of the driver) (C.A.C. 14103)

DEFIANCE, DISRESPECT, ETC. (insubordination or defiance toward school employees, either in language or action) (E.C. 48900 k; 48908)

ELECTRONIC LISTENING OR RECORDING DEVICE (It is the students' responsibility to make sure that all devices, including cell phones, are turned off and secure during the official school day. use of all electronic communication devices, without prior consent of the principal, is prohibited. (E.C. 51512, 48901.5)

EXTORTION / ROBBERY (taking possessions from another person by threat or force) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), e and g, 48915 (a-4); P.C. 240, 241, 524)

FIGHTING (involvement in fighting either in groups, gangs, or as an individual on school premises or elsewhere under authority of school personnel) (E.C. 32210, 44807, 44810, 48900 (a)(1), (a)(2), 48915 (a-1)

FORGING (forging notes, signatures, excuses or other school documents) (E.C. 48900 k; P.C. 470)

GAMBLING (any betting, gaming played with cards, dice, coins, or other items of value is prohibited) (P.C. 330)

HAZING / HATE VIOLENCE (committing any act that injures, degrades, or disgraces any fellow student or person attending the institution) (E.C. 32050-32051; 48900 q; 48900.3; 233) (Ref. 610R Admin. Code and AB 1785. See definition of hate violence in KHSD Discipline Code)

KEYS (illegal possession, unauthorized use or duplication of keys to school buildings or premises) (P.C.469)

RECEIVING STOLEN PROPERTY (knowingly received stolen school property or private property) (E.C.48900 l)

SECRET CLUBS (membership on school campus prohibited) (E.C. 48900 k)

SEXUAL HARASSMENT / ASSAULT (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting)(E.C. 48900.2, 212.5, 48915 (c-4)

STEALING (stealing school property or from persons while on school property or at school sponsored events) (E.C. 19911, 35291, 44807, 48900 g; P.C. 484-485)

TARDINESS / TRUANCY (late to class; missing class(es) illegally) (E.C. 48260-48262)

VEHICLES (failure to observe posted traffic and parking regulations) (V.C. 21113, 42001)

OTHER OFFENSES (serious infractions of behavior standards, not identified above, inimical to the welfare of the school, including buildings, property, staff, students or other personnel during the school day or while in attendance at school functions) (E.C. 48212, 48900 (a)(1) to 48900 o, 48915)

VICTIMS OF VIOLENT CRIMES

Victims of violent crimes, while in or on school grounds, will have the option of an intra-district transfer. Incidents will be reviewed on a case by case basis to determine whether a student is the victim of a violent offense as provided for in the California *Penal Code*.

VIOLATIONS RELATING TO STUDENT DRESS

The District believes that appropriate dress and grooming contribute to a productive learning environment. 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 interferes with the educational process. Clothing and personal adornment styles change frequently and any "dress code" which explicitly defines acceptable school wear quickly becomes outdated. Therefore, Tulare Joint Union High School District school administrators have utilized the following general guidelines to make case by case judgments regarding appropriateness of school attire.

GUIDELINES

DISRUPTIVE CLOTHING / ADORNMENTS (Any clothing or adornment which causes reactions by other students causing the teacher to lose the attention of the students, to modify or cease instructional activities, or to deal with student confrontations or complaints.)

SLOGANS, ILLUSTRATIONS (Slogans or illustrations which promote the use and/or glorification of drugs, alcohol or tobacco are not acceptable. Profane, vulgar, racial, ethnic or sexist slogans or illustrations on articles of clothing also are not acceptable.)

REVEALING APPAREL (Any see-through apparel or attire which does not cover undergarments is not acceptable.)

DANGEROUS ATTIRE (Attire which may be used as a weapon may not be worn -- e.g.: steel-toed boots, chains, items with spikes or studs.)

"COLORS" (The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes or advocates membership in a group or gang which advocates drug use, racial or ethnic disharmony, or which advocates violence or other disruptive behavior, is prohibited.)

UNSAFE APPAREL (Any attire or adornment which creates a safety hazard for the wearer or others is prohibited. Included within this criteria is the expectation that all students will wear shoes.)

SPECIFIC CLOTHING REQUIREMENTS (Specific learning activities in shops, labs, on-the-job training in business/industry, or co-curricular activities may have additional clothing and appearance regulations.)

CLEANLINESS (All clothing should be reasonably clean.)

CONSEQUENCES OF DRESS AND GROOMING VIOLATIONS

First Violation - Home contact and the violator will be requested to change clothing, hairstyle or cosmetic.

Second Violation - Home contact and alternative to suspension or suspension if student refuses alternatives.

Third Violation - Home contact and suspension.

VIOLATIONS RELATING TO STUDENT EXPRESSION

LEWD OR LASCIVIOUS ACTS (engaging in or performing lewd or lascivious acts on school grounds or at school sponsored activities) (P.C. 314)

PROFANITY / VULGARITY (continual or habitual use of profanity or vulgarity) (C.A.C. 300; E.C. 48900 I)

VIOLATIONS RELATING TO CAMPUS DISTURBANCE

FALSE FIRE ALARMS (willfully tampers with any fire alarm equipment or deliberately sounds a false fire alarm) (E.C. 48900 k; P.C. 148.4)

LOITERING (persons on school premises unlawfully) (P.C. 653 g)

PICKETING (persons posted to affect the school) (P.C. 407, 409)

SIT-INS, WALK-ONS, ETC. (violations of rules governing lawful assemblage on school grounds or at school events; failure to disperse) (PC. 407, 409, 416, 420 j, p, 626.2, 626.4, 626.6, 626.8)

TRESPASSING / FORCED ENTRY (trespassing or forced entry with respect to school buildings or school events) (E.C. 32210, 44810; P.C. 902 p, 626.8)

UNAUTHORIZED VISITORS (persons who come into any school building or onto any school ground or adjacent areas without lawful business thereon) (E.C. 44810; P.C. 626.8, 647 b, 653 g)

VIOLATIONS RELATING TO PROHIBITED ITEMS

ALCOHOL / INHALENTS (use or possession on school campus or at school sponsored events) (B. & P.C. 25608, 25658, 25662; C.A.C. 14251; E.C. 48900 c, 48915 (a-3); P.C. 647 e)

CHEMICAL SPRAYS (possession of or use of any chemical weapon) (E.C. 48900 b; P.C. 12403.7 (4))

DRUGS / NARCOTICS (use, possession or sale of narcotics or other hallucinogenic drugs or substances or any other controlled substances on school grounds or elsewhere under the authority of school personnel) (E.C. 48900 c, 48915 (a-3), (c-3); H. & S. C. 11350, 11353, 11354, 11357, 11359, 11361, 11377, 11378, 11380; P.C. 647 e)

Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in lieu of the substance. (E.C. 48900 d; H. & S. C. 11382)

DRUG PARAPHERNALIA (possession of, offered, arranged, or negotiated to sell drug paraphernalia) (E.C. 48900 j)

ELECTRONIC SIGNALING DEVICES (use of any electronic signaling device is prohibited during the official school day, except for health reasons when prescribed by a licensed physician and approved by school administration) (E.C. 48901.5)

TOBACCO (use or possession of tobacco or any products containing tobacco or nicotine products on school grounds or elsewhere while under the authority of the school) (E.C. 48900 h; 48901)

WEAPONS OR THREAT THEREOF (possession, sale or furnishing of any firearm (gun), knife, explosive, or other dangerous object of no reasonable use to the pupil at school, or at a school activity off school grounds) (C.C. 1714.1, 1714.3; E.C. 48900 b, 48915 (a-2), (c-1), (c-2); P.C. 245. 626.9, 626.10, 653 k, 12020, 12021.2, 12301)

Possession of an imitation firearm (gun). (E.C. 48900 m)

SEARCH AND SEIZURE (personal or private property on school grounds, adjacent to the school, or while under the authority of school personnel, is subject to search and seizure by school officials) (E.C. 493331; H.& S.C. 11364.7, 11471)

LASER POINTERS OR LASER DEVICES (possession, sale or the furnishing of any device that conducts a laser beam such as a laser pointer is strictly prohibited.) (E.C. 48900B)

VIOLATIONS RELATING TO PROPERTY

BOMB THREATS (false report that a bomb or other explosive has been placed in school buildings or on school grounds) (L.C. 3367; P.C. 148.1)

DEFACING OR DAMAGING SCHOOL PROPERTY (VANDALISM) (acts which endanger life of students, employees or visitors or result in damage to school buildings, school property including electronic files and databases or possessions of students, staff members or visitors; parent or guardian is responsible for damages) (C.A.C. 305, C.C. 1714.1; E.C. 19910, 48900 f, 48904; G.C. 6201, 53069.5, 53069.6; P.C. 451, 452, 594, 594.5, 602 j)

FIRES, EXPLOSIVES OR THREAT THEREOF (fires or explosives which threaten or cause serious damage to human life or property on campus or at school sponsored events; parent or guardian is responsible for damages) (E.C. 48900 (a)(1), b, 48904, 48915 (a-2); H & S.C. 12304-12306; P.C. 451, 452)

DEFINITION OF TERMS

PROBATION: Placing a student on a trial basis because of prior conditions; must meet specified conditions for a given period of time.

TRANSFER TO ANOTHER CLASS / SCHOOL: A student may be transferred to another class in the same school. A student may be transferred to another school; this decision follows a hearing at the school, or district office.

DETENTION: Keeping a student in custody for a defined period of time in special rooms under staff supervision.

PARTICIPATION DENIAL: Preventing the student from participating in school activities.

SUSPENSION: Temporary denial of class and/or school attendance for causes of action committed on school property, school buses, at school functions, or elsewhere. Usually students are referred by teachers to the appropriate administrator for disciplinary actions if the students are unresponsive to normal classroom and/or school expectations of behavior.

EXPULSION: Action by the Board of Trustees to deny the right of school attendance with a time limit. (E.C. 48915-48918)

EXEMPTION: Action to eliminate the requirement of compulsory school attendance; not related to misconduct. (E.C. 48220, 48221, 48410)

EXCLUSION: Action by the Board of Trustees to discontinue attendance for either a definite or indefinite period of time. (E.C. 46010.5, 48211, 48212)

EXTRA-CURRICULAR ACTIVITIES

Participation and/or attendance at extra-curricular activities is considered a part of the educational program for students. Participants carry extra responsibilities as representatives of their schools. Student conduct rules also apply to extra-curricular activities. Penalties in most cases will require some loss of participation privileges. Disciplinary action procedures outlined in the adopted code will be followed by the member schools in order that each case might be evaluated individually as prescribed by the Board. A summary of the Athletic and Activity Control Code with a more detailed explanation of the rules and regulations is included in this document. A complete draft is available at your school site.

STUDENT EXPRESSION

Students have the right to exercise free expression; however, student expression, assemblage and/or publication distribution shall not materially disrupt class work, involve substantial disorder, or invade the rights of others. The Board of Trustees has adopted regulations establishing the time, place and manner for these activities as related to class schedules and physical campus arrangements in each school.

ENFORCEMENT

The certificated staff of the schools and the district shall enforce all school regulations as prescribed by law and Board regulations. The administration of each school shall enforce the Board adopted regulations to maintain proper conditions for the safety, health and physical well-being of all persons on campus and elsewhere while engaged in school-sponsored activities.

Suspension of students will be ordered by the principal after the appropriate notice and hearing have been given students. Expulsions may be ordered by the Board of Trustees when charges are substantiated after a proper hearing.

Should the student be expelled by the Board of Trustees of the Tulare Joint Union High School District, the action may be appealed by the student or parent to the County Board of Education.

The Tulare Joint Union High School District police force provides armed, POST-certified police officers at all comprehensive school sites. Also on campus are anywhere from one to two adult security team members. As such, only the Tulare Police Department and Tulare County Sheriff's Office constitute larger police agencies in Tulare County.

RIGHTS AND RESPONSIBILITIES

In our form of government the judicial system interprets the law and its applications and orders compliance with its interpretations. Judicial decisions have constantly supported the authority of the State and of school officials to prescribe and control conduct in the schools. This has been extended from control of students while on the school grounds to also maintaining order at other events, such as athletic contests. In recent years, however, the courts have recognized the student's legitimate right to a public education which is protected by the Due Process Clause of the Constitution of the United States. This right cannot be taken away for misconduct without adherence to the minimum procedures required by that clause.

The U.S. Supreme Court has made clear that students cannot collide with the rights of others without expecting a penalty. "But conduct by the student, in class or out of it, which for any reason - whether it stems from time, place, or type of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech."

The role of the parent continues to be of primary importance in the education and control of the student. Parents are encouraged to help their youngsters by stressing the importance of a sound education and by forming a cooperative partnership with the schools to help guide and influence the education of the youngsters.

B. & P.C.	- Business and Professions Code	G.C.	- Government Code
C.A.C.	- Calif. Administrative Code, Title 5	H. & S.C.	- Health and Safety Code
C.C.	- Civil Code	L.C.	- Labor Code
E.C.	- Education Code	P.C.	- Penal Code
		V.C.	- Vehicle Code

REFERENCE ABBREVIATIONS

THE COMPLETE DISCIPLINE CODE IS AVAILABLE FOR YOUR INSPECTION AT EACH SCHOOL.

The Discipline Code was adopted by the Board of Trustees of the Tulare Joint Union High School District on July 15, 2009

Hate Crime Policies and Procedures

The Tulare Joint Union High School District Administrative Code addresses hate motivated behavior in Article 600 R

613.7 Hate Motivated Behavior

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

Tulare Joint Union High School District Intervention Procedures

Services available to students in need/crisis situations:

There are a variety of services available to students in crisis, depending on severity of need:

1. If a student threatens to harm him/herself: the counselor or psychologist will assess the situation (does the student have a plan, do they have access to weapons, etc.), notify parent, and contact Tulare Youth Services Bureau Crisis Intervention Team.
2. If a student threatens to harm others: school site administration and psychologist will conduct a threat assessment per district guidelines, and involve school SRO or contact police as needed.
3. If a student has been the victim of sexual abuse: the counselor or psychologist will contact TYSB sexual abuse unit.
4. If a student is being hurt by someone in their family: contact Child Welfare Services.
5. If a student fears for his/her life: counselor/psychologist will assess the situation and determine the specifics, contact administration on-site, notify parents, and follow through with appropriate steps as necessary for the given situation. (i.e. contact police, CWS, conduct threat assessment, etc.)
6. In the event of a death/loss/tragic event on campus: every campus offers counseling sessions involving counselors and school psychologist.
7. If the case is not severe enough to warrant immediate action, or if student requires routine follow-up or additional support, the following are examples of services available on campus:
 - a. TYSB – therapists are on each campus one day per week.
 - b. Turning Point – drug/alcohol intervention program sessions are available to students.
 - c. Campus Chaplains on campus
8. Countryside High School is an option for students in our district who need ongoing mental health services. This school serves up to 40 students, and is run in conjunction with TYSB. A therapist is on campus daily, and sessions with a therapist are a required component of Countryside's program.

HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

Administration:

- ☐ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- ☐ The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- ☐ The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander will direct staff to secure the area around the chemical spill.
- ☐ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- ☐ The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- ☐ Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Campus Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- ☐ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- ☐ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

- ☐ The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- ☐ The Incident Commander will ensure that any buses en route to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- ☐ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.
 - ✓ Issue an "ALL CLEAR" signal and resume normal school operations

Safety Plan
Tulare High School Farm
Tulare Joint Union High School District



January 22, 2019

**Comprehensive School Safety Plan
Pursuant to Education Code 32280 - 32289**

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Board Vision

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district, which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

District Vision

Our students will have the 21st Century skills and knowledge through meaningful and relevant learning opportunities to empower them to productively contribute to a global society.

District Mission

Our mission is to empower all students to graduate with college, career, and life-readiness skills.

District Priorities

Aligned with the Board Vision, the Governance Team has set the following priorities for 2017-2018:

1. Improve Student Outcomes and Performance

- Provide academic support and enrichment targeting students above grade, at grade and below grade level.
- Develop pathways for CTE and Linked Learning courses that lead to career certification.
- Provide extra-curricular opportunities.
- Expand and market Educational Opportunity programs to continue to meet the diverse needs of our students.

2. Maintain Safe Schools

- Maintain safe and secure environment at all sites.
- Ongoing training on safety procedures.
- Provide bully free environments.
- Provide social and emotional support.
- Provide an environment free from discrimination.

3. Manage Facilities and Student Growth

- Support and maintain Facilities Master Plan
Priorities
 1. New classrooms to accommodate growth.
 2. Space for programs currently not offered.
 3. Safety and security.

4. Accessibility upgrades (ADA)

- Expand and market educational opportunities programs to meet the needs of our students.
- Maintain current facilities at an acceptable level.

4. Maintain the Fiscal Integrity of the District and Fund the Board's Priorities, Services, and Programs

- Fiscal support for facilities and student growth.
- Continue to ensure LCFF funds support targeted students according to the LCAP.
- Long-term budget planning.
- Evaluate the Farm Enterprise as it supports student learning outcomes (SLO).
- Continue to monitor cafeteria fund.

5. Staff TJUHSD with Qualified Personnel and Maintain a Positive Work Environment

- Continue to attract and recruit highly qualified staff.
- Continue to provide professional development opportunities.
- Continue to provide a conducive educational environment.
- Continue to provide leadership growth opportunities.

6. Continue to Strengthen Internal and External Communications, Services, and Programs

- Continue to improve district and school websites.
- Increase communication with staff and parents.
- Market our district to inform the community on educational programs and options available.

District LCAP Goals

Goal #1 All students will graduate college and career ready by passing their core classes and creating a baseline graduation rate while 50% of the students will enroll in college CTE courses.

Goal #2 All English Learners will improve their English Language Acquisition and achievement.

Goal #3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

TJUHSD Agriculture Department Mission and Vision Statements

Mission Statement

Our Mission: The TJUHSD Agriculture Program is to provide students with premier leadership, personal growth, and career success to prepare them for college and career readiness through academically rigorous agricultural curriculum set by industry and state standards.



Vision Statement

The TJUHSD Agriculture Program will integrate both academic and technical preparation through classroom and laboratory instruction, supervised agriculture experience programs and leadership and interpersonal skill development to create development to create students who are prepared for continued training, advanced educational opportunities or career entry. Curriculum will be driven by the industry standards needed by students in order to be career ready as set forth by current trends in agriculture based on data provided from industry professionals, and the agriculture education community.

Assessment of the Current Status of School Crime

Insert your sites N.C.L.B. Uniform Management Information Report System Report (UMIRS) here.

Data Source	Comments	Analysis
School Crime	(0) Theft suspensions during the 2018-2019 school year.	This report is not applicable for the TJUHSD Farm as all crime, suspensions, expulsions and referrals are handled through the student's comprehensive high school.
Suspensions	(0) Total Suspensions, (0) In-house, (0) Out of school	This report is not applicable for the TJUHSD Farm as all crime, suspensions, expulsions and referrals are handled through the student's comprehensive high school.
Expulsions	(0) Students were recommended for Expulsion	This report is not applicable for the TJUHSD Farm as all crime, suspensions, expulsions and referrals are handled through the student's comprehensive high school.
Referrals	0 Referrals of Various Dispositions	This report is not applicable for the TJUHSD Farm as all crime, suspensions, expulsions and referrals are handled through the student's comprehensive high school.
Teacher Observations	Teachers were informed to report any issues regarding safety throughout the school year	Beginning in-service for teachers to report behavior issues to parents, counselors, and administrative staff. Teachers were trained on reporting threats to administration and counselors.
Surveys (Healthy Kids or other) list:	Spring 2018	This report is not applicable for the TJUHSD Farm for the Ag students complete all surveys on the student's comprehensive high school site.
Admin Team	Admin team meets with Ag Department instructors to discuss campus safety concerns and strategies	The Admin team meets with the Ag instructors weekly. Site safety/supervision is discussed at the meeting. All safety/supervision issues are discussed and addressed as issues/incidents occur

Safety Plan Revisions

Tulare Union High School plans and revisions will be documented in 2018-2019 school year.

Date Revised	Person Responsible	Date of Public Meeting	Board Adopted	comments
3/14/2014	Bill Edminster	4/10/2014	Y	Revisions made and going to the School Board for adoption on April 10, 2014
1/5/2015	Bill Edminster	2/19/15	Y	Revisions made and going to the School Board for adoption on February 19, 2015
1/7/2016	Bill Edminster	2/4/2016	Y	Revisions made and going to the School Board for adoption on February 18, 2016
1/4/2017	Dr. Marie Pinto	2/2/2017	Y	Revisions made and going to the School Board for adoption on February 16, 2017
1/8/2018	Dr. Marie Pinto	1/18/2018	Y	Revisions made and going to the School Board for adoption on February 1, 2018.
11/6/2018	Daniel Dutto	1/31/2019	Y	Revisions made and going to the School Board for adoption in February, 2019.
11/1/2019	Daniel Dutto	12/2/2019		Revisions made and going to the School Board for adoption in February, 2020.

Note: Plans must be adopted by March 1st of every year pursuant to Education Code 32286

School Safety Planning Checklist School Year 2019-2020

Tulare Union High School plans and revisions will be documented in 2019-2020 school year.

Item	Completed Y/N	Comments
Ag Advisory or School Safety Team Developed	Y	Updated Fall 2019 to reflect annual staff changes
Assessment of School Crime Conducted	Y	Aeries data query on discipline from 2018-2019 school year.
Other Assessments Conducted*	N	
Analysis of Data Conducted	Y	Fall 2019
School Site Council or Team Identified Priorities Listed Based on Assessment	Y	Fall 2019
Appropriate Protocols have been Identified for Compliance with EC 32282 (2)A-J	Y	Fall 2019
An Action Plan has been developed	Y	Fall 2019
Law Enforcement Approval of Plan	Y	Plan Submitted Spring 2020
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Y	Spring 2020 to CSEA, CTA, School Site council, ASB, City of Tulare Police and Fire Departments
Public Meeting Held on the Safety Plan	Y	Date Conducted: Spring 2020
Annual Evaluation of Safety Plan Conducted	Y	Date conducted: Fall 2019
Key Findings of Evaluation Presented to Council or Safety Team	Y	Approved by Board Spring 2020
Annual Plan Review and Revisions by March 1st of each year	Y	Spring 2020

* See Page Seven for Full List

School Safety Team

Name	Contact	Role
Site Administration	Daniel Dutto	Director of Ag. Ed.
Classified Employee(S)	Philip Hampton	Lead Maintenance Operator
	Manuel Silva	Maintenance
	Daniel Pierotte	Director of Maintenance
	Susanne Chavez	Farm Secretary
Certificated Employee	Dakota Burns	Agriculture Department Instructors
	Jared Castle	
	Michael Mederos	
	Debrah Silva	
	Sammi Slover	
	Jennifer Sousa	
	Hector Urueta	
Parent(s)	Rachelle Mederos	Parent
Other Members	Danielle Avila	Ag Advisory Chair
	Stanley Gomes	Dairy Manager
Law Enforcement	Craig Yancy	TU Campus Police Officer
	Jarrett Robertson	MO Campus Police Officer
	John Thorpe	TW Campus Police Officer

Note: Develop this team only if the school site council will not be developing the safety plan.

Meeting Dates

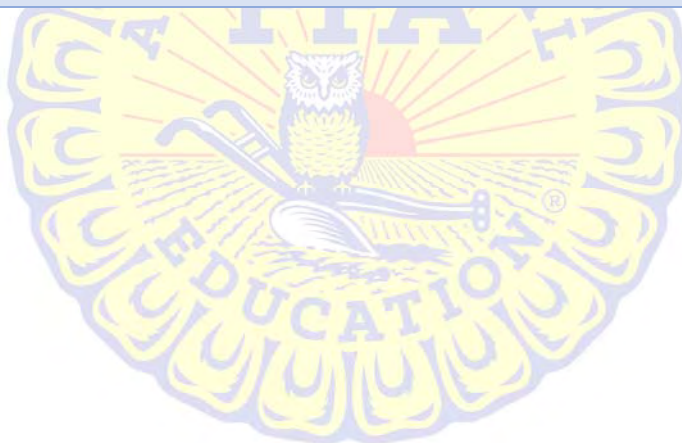
Tulare Union High School will make annual reviews of this plan and revisions will be documented.

Month	Day	Time	Location	Comments/Needs
August	12 th 19 th 26 th	3:20 pm	Farm Office	Address safety in the beginning of the school year
September	9 th 16 th 23 rd 30 th	3:20 pm	Farm Office	Safety updates on day to day campus activities
October	7 th 14 th 21 st 28 th	3:20 pm	Farm Office	Safety updates on day to day campus activities
November	4 th 11 th 18 th	3:20 pm	Farm Office	Safety updates on day to day campus activities
December	2 nd 9 th 16 th	3:20 pm	Farm Office	Safety updates on day to day campus activities
January	13 th 27 th	3:20 pm	Farm Office	Safety updates on day to day campus activities
February	24 th	3:20 pm	Farm Office	Safety updates on day to day campus activities
March	2 nd 9 th 16 th 23 rd 30 th	3:20 pm	Farm Office	Safety updates on day to day campus activities
April	20 th 27 th	3:20 pm	Farm Office	Safety updates on day to day campus activities
May	4 th 11 th 18 th	3:20 pm	Farm Office	Safety updates on day to day campus activities

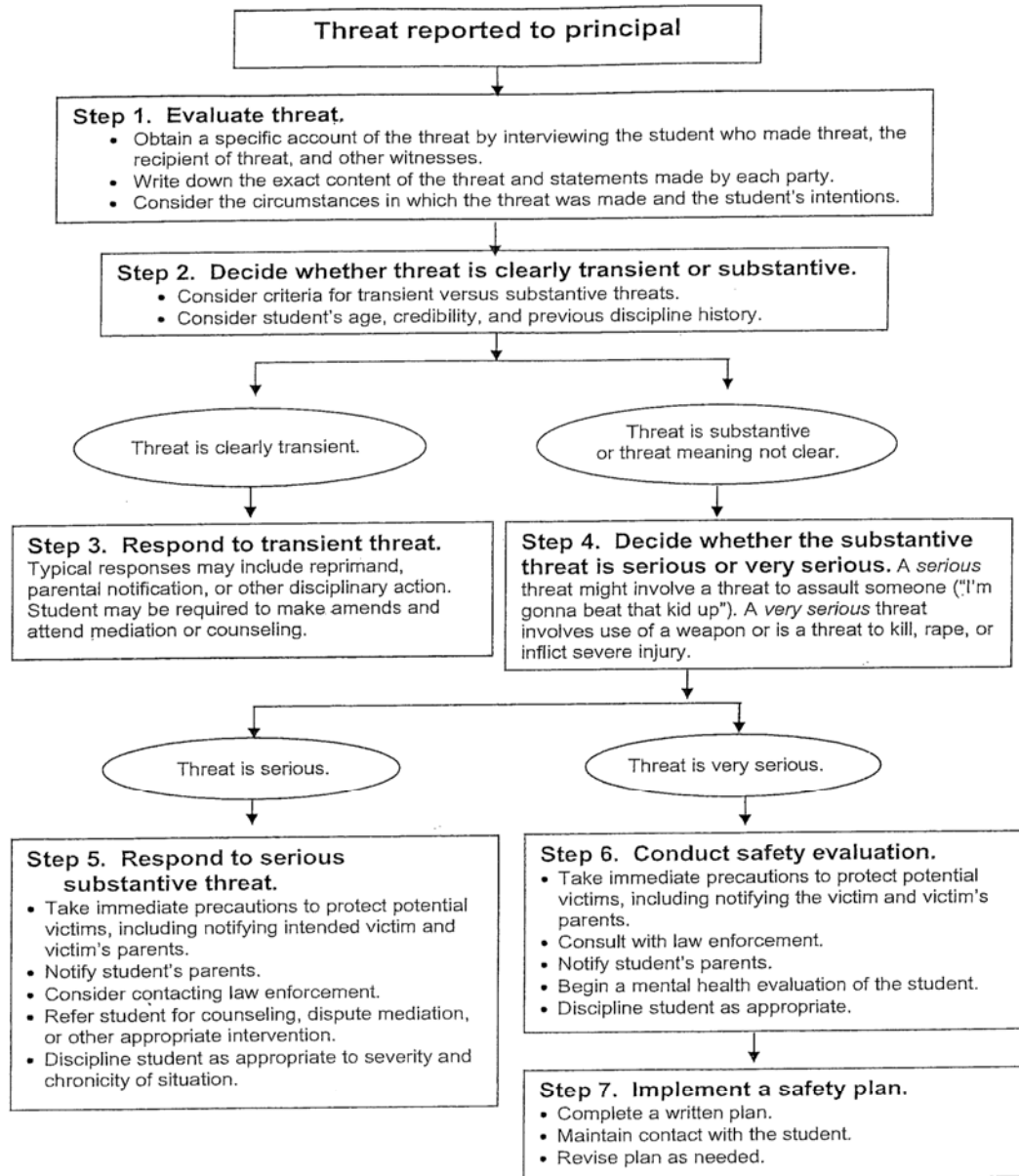
Note: Agendas, Minutes or Meeting Notes should be placed in Appendix for documentation

Capacity Assessment

Current Efforts	Target Group	Funding Source
Sprigeo – Online “Anti-Bullying” reporting	Students are able to report bullying at any time with computer access.	LCAP
Virginia School Model on “Threat Assessment” procedures	Administration, counseling, and faculty reviewed (trained) procedures of identifying and assessing the significance of any reported threat.	N/A
Active Shooter Training - ALiCE	Administration counseling and faculty reviewed (trained) procedures of identifying and assessing option to take if an active shooter is on campus. All staff members trained on ALiCE procedures.	LCAP
Non-Violent Intervention Crisis (CPI) Training	Administration, staff, supervision team (sites) reviewed and trained on prevention and strategies for safely defusing anxious, hostile, or violent behavior at the earliest possible stage.	LCAP
Mental/behavior Health First Aide Training	Administration and staff received training to help identify suicidal behaviors in students and how to report observations to district psychology staff and county mental health resources.	N/A



Threat Assessment Procedures



Definition: What is Threat?

A threat is an expression of intent to harm someone

Threats may be verbal, written, artistic or gestured

Threats may be direct or indirect, and needs to be communicated to the intended victim or victims.

(I'm going to get him.)

Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise.

("I forgot my knife was in my backpack.")

When in doubt, assume it is a threat.

Types of Threats

Transient vs. Substantive

Transient:

Often are rhetorical remarks, not genuine expressions of intent to harm

- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

Substantive:

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed childcare workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

- a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department:

or
- b. The Jurisdictional Law Enforcement Agency
County Sheriffs Department
Police Department (non emergency)
Emergency Number 911

Some District law enforcement may not meet the notification requirements prescribed by law to receive reports of child abuse. However, all law enforcement officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available on site through the dean of student’s office or the assistant principal’s office.

School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present “to lend support”.

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present?
The staff member should leave the room.
2. The child asks for either the mother or father to be present?
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview?
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

What can the selected staff member do:

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member’s role is one of a “comforter” during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

California Penal Code 11174.3

“School Interview Law”

11174.3. (a) Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, 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, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** 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**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- DISTRIBUTION**
 - Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

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

Disaster Procedures

- All communication is made with simple verbal directions (intercom, loud speaker, etc.) and not dependent on bells and electronic signals with exception of the standard fire alarm.
- Emergency telephone numbers are posted in the office.
- First-aid kits are easily accessible and staff is knowledgeable on first-aid procedures.
- Instructions for emergency care, medications, and the treatment of illnesses are accessible to all staff.
- Evacuation procedures and routes are posted in compliance with county regulations.
- Under State law (California Emergency Services Act) all public schools are subject to use as evacuation centers or shelters or for other emergency purposes during a disaster.

INCIDENT COMMANDER – The Principal, and/or Principal's Designee

- Commence operations from the center, and
- Take overall responsibility for the operations of the center and its functions.
- Consult Job descriptions for positions below.
- Set up the Command Center and collectively choose:
 - Incident Commander-Principal
 - Logistics and Planning Chief-Campus Officer
 - Operations Director-Campus Officer
 - o Search and Rescue Team-Campus Supervision Team
 - o Facility Check/Safety & Security-Campus Officer
 - o Planning/Intelligence-Campus Officer
 - o Medical Director-School Nurse
 - o Documentation Staff

OPERATIONS/SEARCH AND RESCUE TEAM

- Collectively choose a Search and Rescue Team Director-Maintenance Director
- Secures as much information on how many, and in what locations missing students, personnel and volunteers are located,
- Visually inspect structures for structural damage before deciding to reenter the structure (if in doubt, ask for help from the Command Center),
- If it is deemed safe to reenter structures, commences rescue operations within

STUDENT CARE AND RELEASE-Classroom Teachers and Specialists

- Instruct students to assemble in a safe place at the assembly area,
- Assume Student Care and Student Release responsibilities
- Take roll using the Student Accounting Form
- Use the Student Release Form for students who leave with parents or authorized adults listed on emergency release forms.
- Maintain a calm, supervised assembly with students
- Keep students informed as appropriate

Crisis Response – Initial Procedures & Intercom Codes

Disaster Chain of Command

Each staff member is given a Disaster and Crisis Response Procedures reference handbook at the beginning of every school year.

1. Disaster Center – **Farm Office**
2. All informational releases will come from the Career Center and with prior approval from the Principal.
3. Communication will be through the Farm Office command radio.
4. Maintenance and administration will be responsible for securing shut off valves and cutting mains as needed.

5. Chain of Command Director of Ag Ed – Daniel Dutto
 Ag. Department Chair – Jared Castle

Through the Command Center the District, Police and Fire Departments will be notified of the situation and appropriate steps put in place.

6. Counselors are available for crisis intervention. There is a plan for suicide, death (staff or student) and all other emergencies included in the District Emergency Preparedness Plan.
7. In the event of a bomb threat, radio and phone communication will cease and the computer will be the only means of communication. Have all students and staff turn off their cell phones and other remote devices.

Crisis Response Procedures

In the event that a situation develops on the campus that threatens the life and/or safety of students and staff, the following procedures should be followed:

1. The person observing the crisis will immediately contact the main office and request to speak with any Dean of Students or Assistant Principal. The person should be prepared to describe the situation in detail, including:
 - a. A description of the problem
 - b. The location of the problem
 - c. Their location (room#)
2. Once the Assistant Principal is briefed, they in turn will contact the campus Police Officer and/or campus Probation Officer and together they may all respond and investigate the situation. They will determine if the situation is in fact a threat to safety.
3. The Principal will be advised of the situation and the appropriate measures will be taken. If a lockdown is necessary, a sequence of five (5) bells will ring in succession. Remember to keep all students in the room with the door locked. The Tulare Police Department will, at this time, be advised along with the District Office.
 - a. All students are to be inside a building or classroom
 - b. Everyone is to get down on the floor, away from windows
 - c. The teacher will attempt to keep everyone calm
 - d. Classroom doors are to be locked
 - e. Students and staff are to remain in the classroom on the floor until the all clear bell rings or the fire drill bell rings to evacuate the school
4. To avoid communication gridlock, **DO NOT USE YOUR CLASSROOM TELEPHONES.** All communication will be through the computer only. Make sure that all cell phones, portable phones and wireless computers (laptops) are turned off. At no time should you use your hand held radio. You will be notified when it is safe to use the above communication.
5. If the emergency situation occurs during a time when student and staff are out of class (before school, break, or lunch) everyone will immediately go to their next class.
6. When the tactical officer arrives for the Police Department he/she will take charge. We will follow their directions and instruction.
7. The Counseling office will serve as command center. All information to be released will be done through the Principal, or designee, at the command center.
8. If evacuation is necessary, students are to go home by their normal means.

Campus Alert System

Duck and Cover:

1. You will hear an announcement made over the PA system notifying staff and students to “Duck and Cover.”
2. If inside, duck under furniture and cover head with arms and hands
3. If outside, drop to the ground, place head between knees, and cover head with arms and hands
4. Move to a sheltered place when possible, but avoid areas where falling objects may harm you

Lockdown: If there was an intruder on campus or some similar situation that would put students in harm:

1. You will hear an announcement made over the PA system notifying staff and students that we are going into “Lockdown.”
2. All students stay in classrooms. The teacher will lock the door. Remain in class until the all clear bell rings. Utilize ALICE training techniques, if necessary.
3. During lunch or break, proceed to the nearest, safest, open building. Remain there until further instructions.

Shelter In Place:

1. You will hear an announcement made over the PA system notifying staff and students to “Shelter In Place.”
2. If inside remain until further instructions are given
3. If outside proceed to nearest building and await further instructions
4. If directed, shut down air or heating system and close doors and windows to protect them from outside air.

Fire Drill:

1. When the alarm sounds, all students are to evacuate the room.
2. Proceed to the safe area as directed by your teacher.
3. Remain in the safe area with your teacher until the all-clear bell rings.
4. Return to class when your teacher gives the go-ahead to do so.

Lunch Time or Break Time Fire Alarm:

1. If you hear a fire alarm during break or lunch time, move away from the buildings and wait for further instructions.
2. Follow instructions from staff for your safety.
3. Do not go to lockers or into any buildings.

*Please refer to Crisis Response Initial Actions sheet

Crisis Response Initial Actions and Intercom Codes

Duck and Cover

- If inside, duck under furniture and cover head with arms and hands.
- If outside, drop to the ground place head between knees, and cover head with arms and hands.
- Move to a sheltered place when possible, but avoid areas where falling objects may harm you.

Lock Down

- If outside, proceed to the nearest building.
- If inside, lock doors and close shades if possible, and implement duck and cover unless otherwise directed.
- Remain in a secured room pending further instructions from site officials or police.

Shelter In Place

- If inside, remain until further instructions are given
- If outside, proceed to nearest building and await further instructions
- If directed, shut down air or heating system and close doors and windows to protect them from outside air

Fire Alarm Evacuate Building

- Immediately evacuate the building using designated routes and go to assembly area.
- Remain in assembly area until "All Clear" or further instructions are given.
- Carry roster and take attendance once everyone is in a safe location.

Alice – Active Shooter Procedure



Quickly determine the most reasonable way to protect your own life. Remember that students will follow the lead of staff members during an active shooter situation.

*****There is no order to ALICE—use your best option to SURVIVE!*****

ALERT

- Call 911, if possible, to alert police to the intruder/active shooter's location

LOCKDOWN

- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- Prevent individuals from entering an area where the active shooter may be
- Lock the door
- Blockade the door with heavy furniture
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- If evacuation and hiding out are not possible, prepare to counter

INFORM

- Dial 911 and if you cannot speak, leave the line open and allow the dispatcher to listen
- Follow the instructions of any police officers

COUNTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the OODA loop of an active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Swarm the intruder, grabbing limbs and pushing head down to take down the intruder
- Immobilize the shooter until police arrive
- Take away any weapons and place in a secure area

EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Keep your hands visible at all times (especially when law enforcement arrives)

Tulare Joint Union High School District Violent Intruder Initial Actions

A

ALERT

Initial Alert may be a gunshot, PA announcement, etc.

L

LOCKDOWN

If evacuation is not a safe option, barricade entry points.
Prepare to Evacuate or Counter if needed.

i

INFORM

Communicate real time information on intruder location.
Use clear and direct language using any communication means possible.

C

COUNTER

As a last resort, distract the intruder's ability to shoot accurately. Move toward exits while making noise, throwing objects or adults swarm intruder.

E

EVACUATE

Run from danger when safe to do so using non-traditional exits if necessary. Rallying point should be predetermined.

Earthquake Procedures

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover”.

School Commander (Principal or designee):

- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to dismiss school due to power loss, building damage or other factors.
- ☐ Consider need to evacuate staff and students to off-campus evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

EARTHQUAKE PROCEDURES:

During the Earthquake:

At the first indication of an earthquake, all employees working with students are to give the command to,

- Drop, Cover, and Hold
- Hold the position with students until the shaking stops.

After the Earthquake:

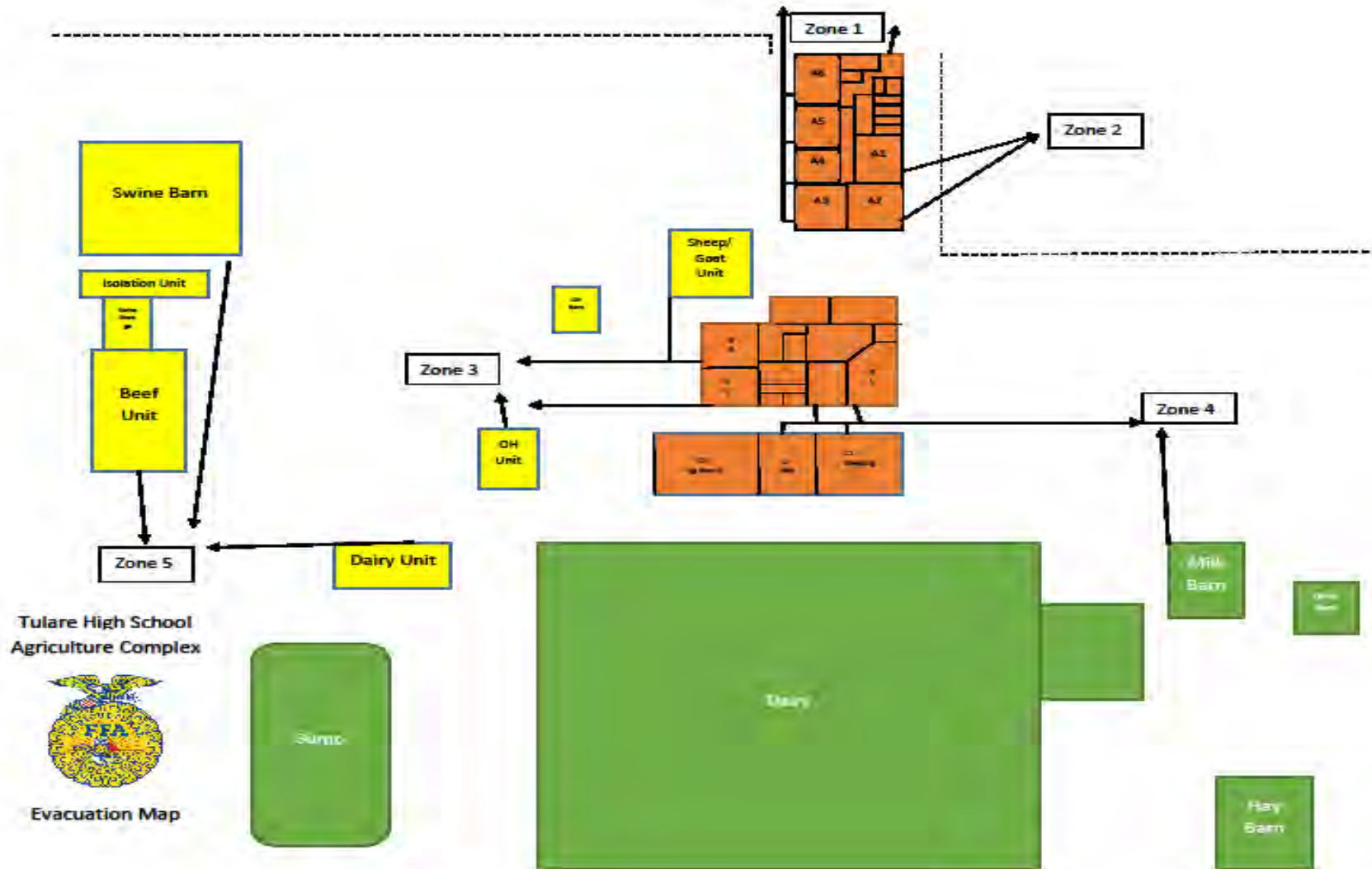
Once the shaking has stopped, the teacher will:

- Assess the situation and remain calm.
- If there are any injured people, contact a buddy teacher (or office/administrative personnel if buddy teachers is unavailable) to decide who will stay with the injured, and who will facilitate the safe evacuation of students.
- An adult must stay with the injured until the search and rescue team can provide assistance in evacuating the injured.
- Assess the evacuation route and evacuate students outside to the FIRE DRILL ASSEMBLY AREA, and away from trees, power lines, etc. Remember to take the roll book, from the rooms.
- Take roll and use the Student Accounting Form to report any missing students to the principal or employee in charge.
- Administrative personnel/designee will notify if/when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

Fire Drill Procedures

- The alarm will sound.
- If no alarm sounds but you see or smell smoke, flames or a suspicious order, PULL THE NEAREST FIRE ALARM or report your suspicion to the office and evacuate your room.
- EVACUATE: Upon hearing the alarm, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.
- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room, but do not lock the classroom.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report to the assigned security person, Principal, or employee in charge.
- Follow all directions given by police, fire or any other emergency personnel on scene. In the event of a false alarm, administrative personnel/designee will notify when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

FIRE DRILL REPORTING



FIRE/EXPLOSION/BUILDING COLLAPSE

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.**

Administration (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide exact location of fire, explosion or collapse.
 - ✓ Describe current situation, including damage and estimated number of injured.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Ensure fire alarm has been sounded**
 - ✓ If needed, announce changes in evacuation routes due to incident location.
- ☐ **Establish a school Incident Command Post**
- ☐ **Assess situation and begin activating needed ICS functions, for example:**
 - ✓ First-Aid, Accountability, Utility and Security Groups
 - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- ☐ **Meet arriving fire and police personnel**
 - ✓ Be certain to take school Crisis Response Box.
 - ✓ Identify the location of fire, smoke, explosion or gas smell.
 - ✓ Advise locations of injured or trapped persons.
 - ✓ Provide last known location of any missing persons.
- ☐ **Establish Unified Command with emergency response officials.**
- ☐ **Determine if it is necessary to:**
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is safe to re-enter the buildings.**

Teachers/Staff

- ☐ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- ☐ **Implement Evacuation procedures**
 - ✓ Use a secondary route if the primary route is blocked or hazardous
 - ✓ Close, but do not lock, doors when leaving
- ☐ **Inform the school office/school Incident Commander of the emergency**
- ☐ **Following evacuation:**
 - ✓ Account for all students and check for injuries
 - ✓ Immediately report any missing, extra or injured students
- ☐ **Wait for additional instructions**

Bomb Threat Procedures

If you should receive a call with a bomb threat or any kind of threat, please familiarize yourself with the following procedures:

1. Note the time of the call.
2. Was the caller male or female, try to detect an age of the caller.
3. What details did they give you about the bomb:
 - a. Location
 - b. Time it's supposed to happen
 - c. Where are they calling from
 - d. Is the caller serious or joking
4. Note any kind of background noise.
5. Ask them how they know about the bomb.
6. As soon as the call is complete, please notify an administrator.
7. If you are unable to reach an administrator by telephone, please dial **5555**. This emergency number will go to the AP secretary. If the phone is not answered by the second ring, it will then automatically start ringing on 10 other phones until someone answers the call.
8. The administration, along with the school's Police Officer and/or Probation Officer will determine the validity of the threat and the necessary decisions to protect the safety of students and staff.

BOMB THREAT PROCEDURE

(Response Procedure on Page 3 may also be applied to “Suspicious Objects”)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- **Introduction**
- **Assessing A Bomb Threat**
- **Call Taker Instructions/Telephone Bomb Threat Report**
- **Response Procedures**
- **Bomb Search Procedures**



INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "***Telephone Bomb Threat Report***" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
- ☐ **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.

If threat is deemed credible:

 - ✓ Establish a command post at least 400 feet from campus buildings.
 - ✓ Ensure that it is away from automobiles, refuse containers or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- ☐ **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

- ☐ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.
- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ☐ Report suspicious objects to the school Incident Commander as soon as possible.
- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ☐ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ☐ If you relocate, report your new location and reason for move as soon as possible.
- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ **Follow normal Shelter-In-Place procedures.**
- ☐ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ☐ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ☐ **Take all other steps outlined in the section “IF EVACUATING” above.**

BOMB SEARCH PROCEDURE

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?**
- 2. Is there anything out of place?**
- 3. Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- ☐ **TEACHERS:** Classrooms.
- ☐ **PHYSICAL EDUCATION TEACHERS:** Gym, locker rooms, and related halls.
- ☐ **LIBRARIANS:** Library, storage rooms, and any associated areas.
- ☐ **CAFETERIA PERSONNEL:** Kitchen, cafeteria, and storage areas.
- ☐ **CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.
- ☐ **BUS DRIVERS:** Buses and any bus related facilities on campus.
- ☐ **ADMINISTRATIVE PERSONNEL:** Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.

- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:

1. Remain calm and politely advise the caller:
“I am a student. Please hold while I get an adult to talk to you.”
2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back



TELEPHONE BOMB THREAT REPORT FORM

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.
Try to get the attention of another staff member to listen-in on the call with you.

Today's Date ____/____/____		*SEE NOTE AT BOTTOM OF FORM.	
Call Information - (Can be completed after call)			
Date of call:	Time of call:	Duration of call:	Phone number called:
	☐ AM		()
Name of person receiving the call:		Phone number to call for follow up:	
		()	
Questions for caller: Try to ask these questions IN ORDER (1-9) and document key points of responses.			
1. When will the bomb explode?	4. What does the bomb look like?	7. Why did you place the bomb?	
2. Exactly where is the bomb located?	5. What will cause the bomb to explode?	8. What is your name and phone number?	
3. What kind of bomb is it?	6. Did you place the bomb?	9. Where are you now?	
Document exact wording of threat:			
Description of caller: (Listen closely to help identify.)			
If caller's number appears on your phone, write it here:	Gender of caller: ☐ Male ☐ Female ☐ Unknown	Approximate age of caller:	If voice sounds familiar, who does it sound like?
Other clues: (Listen closely and check all that apply.)			
Voice	Speech	Language	Behavior
			Background Noise

☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport	☐ Quiet
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals	☐ Restaurant
☐ Hoarse	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby	☐ Static
☐ Loud	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds	☐ Street Noise
☐ Muffled	☐ Hesitant	☐ Irrational	☐ Clearing Throat	☐ General Noise	☐ Talking
☐ Nasal	☐ Lisp	☐ Rational	☐ Crying	☐ Guns Firing	☐ Tavern/Bar
☐ Pitch-High	☐ Slow	☐ Slang	☐ Fearful	☐ Gymnasium	☐ Television
☐ Pitch-Med	☐ Slurred	☐ Taped/Recorded	☐ Intoxicated	☐ Machinery	☐ Traffic
☐ Pitch-Low	☐ Stuttered	☐ Uneducated	☐ Laughing	☐ Motor	☐ Train
☐ Pleasant	☐ Other:	☐ Unintelligible	☐ Nervous	☐ Music	☐ Typing
☐ Raspy	☐ If Accented, Describe:	☐ If Foreign, Describe:	☐ Self-Righteous	☐ Party	☐ Water/Wind
☐ Smooth			☐ Other	☐ PA System	☐ Other
☐ Soft					
☐ Squeaky					
☐ Unclear					
☐ Other					

*If the CALL TAKER is a student, the student should:

1. Remain calm and politely advise the caller:

"I am a student. Please wait a moment while I get an adult to talk to you."

2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.

3. If no adult is near, lay the phone down and quickly go find one to take the call.

4. DO NOT HANG UP or ask the person to call back!

Rolling Blackouts Procedure

If a rolling blackout is called that affects our campus, our primary concern will be for student and staff safety. If a blackout is called it will probably be for a short duration, approximately one hour. If we are affected by a power outage, please follow these guidelines:

1. Keep your students in your class under your supervision in a calm environment. Please do not send your students out of your classroom. If you have a student who has unique health needs that may be impacted by the power outage, please send that student, along with another student to walk with them, to the nurse's office.
2. Open your classroom door and utilize as much natural light as possible.
3. Please keep your students in your class with you until directed to release them. We will use **AIR HORNS** for bells if they are not working.
4. School probably will not be dismissed because of a blackout. By the time the buses got here to take students home, the power interruption would probably be over and there would not be enough time to notify parents that we were sending their student home.
5. Food Services have contingency plans for serving meals in the event of a blackout.

Hopefully, if a rolling blackout occurs, it will be called after school hours. However, if it is called during class time; please keep your students in your classroom under your direct supervision. This is the safest environment for them during a power outage. A power outage, obviously, can be very disruptive and will require that we adjust while continuing to maintain appropriate supervision of our students.

Site Emergency Procedures for Special Ed Students

1. Procedures for special needs students may need to be implemented in emergency situations.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency (as appropriate and agreed upon at the students previous IEP).
4. The Site Safety Specialist (or administrative designee) is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

This assignment will be continuous throughout the year due to student movement

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell person where you are going, obstacles you encounter.
- ☐ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ☐ Turn lights on/off to gain person's attention -OR-
- ☐ Indicate directions with gestures -OR-
- ☐ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ☐ Evacuate these individuals as injured persons.
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Use a sturdy chair (or one with wheels) to move person -OR-
- ☐ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options. (utilization of Evac chairs is recommended as appropriate in these instances)
- ☐ Reunite person with the wheelchair as soon as it is safe to do so.

Evacuation/School Closure

A school closure or evacuation may be required for a number of reasons including a power outage, severe weather including heavy rain or snow, a chemical spill on Black Road, an extensive gas leak, a bomb threat, a wild fire in the surrounding chaparral or forests, or notification by emergency personnel that an evacuation is required or in the best interest of the students.

EVACUATION: Upon hearing the FIRE ALARM, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.

- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report any missing students to the principal or employee in charge.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

SCHOOL CLOSURE PROCEDURES:

- Office personnel will establish a phone tree within the office, and call for student pick up by a person on the authorized list of each student's enrollment form.
 - Office personnel will call the public media to announce closure. IT MAY BE NECESSARY TO USE CELL PHONES DUE TO POWER OUTAGE.
 - Office personnel will release students to parents who come to pick up their children using the every-day SIGN-OUT procedures.
 - Teachers will stay with their students until all students have been picked up or appropriate arrangements have been made by the administration for students not picked up.
 - If necessary, an assembly area will be set up for students remaining at the school.
- If necessary, the student sign-out area will be moved from the school office and located as close to the assembly area as is practical. In this case, every student released will be recorded on the Student Release Form.

Emergency Telephone Numbers

These emergency telephone number should be kept in a location that is immediately accessible in case of an emergency. This information will be updated annually and be provided to key individuals.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	559-688-2021
Fire Department	East: 559-684-4360 North: 559-684-4363 West: 559-684-4362
Local Police Department	559-686-3454
Sheriff Department	559-733-6211
Tulare Regional Hospital	559-688-0821
Kaweah Delta Hospital	559-624-2000
California Highway Patrol	559-734-6767
English Radio Station 580 KMJ Radio	559-490-5858 or 1-800-776-5858
Spanish Radio Station	559-622-8703
SCE	1-800-655-4555
Southern California Edison	1-800-655-4555
Water	559-684-4324
Gas Company	1-800-427-2000
American Red Cross	559-732-6436

District Management Team Emergency Contacts

	First	Last	Site	Title	Cell Phone #	Alternate #
1.	Tony	Rodriguez	DO	Superintendent	559 901-9458	559 686-1580
2.	Dr. Lucy	Van Scyoc	DO	Asst Superintendent, Curriculum	559 679-7192	559 688-4663
3.	Barbara	Orisio	DO	Asst Superintendent, HR	559 303-8408	
4.	Tammy	Aldaco	DO	Asst Supt/Student Services	559 679-0377	
5.	Vivian	Hamilton	DO	Director of Business Services	559 901-5427	559 366-7011
6.	Chris	Stevens	DO	Director of Facilities	559 374-8441	
7.	Donny	Trimm	DO	Director of Technology	559 280-5584	559 688-3929
8.	Bobby	Richardson	DO	Director of Transportation	559 759-4492	
9.	Janet	Stephens	DO	Director of Food Services	559 631-3185	
10.	Jason	Edwards	DO	Director of Special Education	559 303-0716	
11.	Carrie	Nelson	DO	Nurse	559 331-2455	
12.	Lupe	Aguilera	DO	Child Welfare & Attendance	559 827-1278	
13.	Denise	Douglas	DO	Coordinator of Educ Technology	559 302-8222	
14.	Courtney	Hendrickson	DO	AVID Coordinator	559 329-5525	
15.	David	McAllister	DO	Techn Curriculum Specialist	559 631-0351	
16.	Michelle	Nunley	TU	Principal	559 799-6994	559 685-1010
17.	Roger	Robles	TU	Assistant Principal	559-713-6742	
19.	Shanelle	Hererra	TU	Dean of Students	559 280-8939	
20.	Chandalin	Champlin	DO	Dean of Students	559 816-5691	
21.	Terry	Langlie	TU	Head Counselor	559 331-5331	559 686-2339
22.	India	Leal	TU	Counselor	559 624-0790	559 909-4636
23.	Jose	Marquez	TU	Counselor	559 445-0886	
24.	Michelle	Potts	TU	Counselor	559 731-5812	559 735-0227
25.	Miguel	Torres	TU	Counselor	559 901-9712	559 627-0208
26.	Liliana	Sanchez	TU	Counselor	559 471-6816	
27.	Diana	Hatton	TU	Athletic Director	559 679-9286	
28.	Lolly	Garcia	TU	Psychologist	559 960-7339	
29.	Kevin	Covert	TW	Principal	559 967-4159	559 687-1430
30.	Sara	Morton	TW	Assistant Principal	559 786-0346	
31.	Leandra	Garcia	TW	Assistant Principal/Counseling	559 679-3088	
32.	Rudy	Carrasco	TW	Dean of Students	559 694-1306	559 564-3324
33.	Angela	Martinho	TW	Dean of Students	559 303-1165	
34.	Arturo	Magallanes	TW	Counselor	559 300-9940	
35.	Cecilia	Moraza	TW	Counselor	559 303-7341	
36.	Katherine	Nunes	TW	Counselor	559 329-5116	559 303-4286
37.	Lizabeth	Prado	TW	Counselor	559 625-5733	

38.	Daniel	Villareal	TW	Counselor	559 273-6842	
39.	Michael	Powell	TW	Athletic Director	559 901-6054	
40.	Stephanie	Farmen	TW	Psychologist	559 905-9582	
41.	Michele	Borges	MO	Principal	559 303-0968	
42.	Stephanie	Dietz	MO	Assistant Principal	707-294-7909	559 972-2799
43.	Rachel	Chapman	MO	Assistant Principal/Counseling	559 917-4510	
44.	Luis	Cobarruvias	MO	Dean of Students	559 553-3976	
45.			MO	Dean of Students		
46.	Erika	Holguin	MO	Counselor	661 638-2507	
47.	Jennifer	Padilla	MO	Counselor	661 778-8362	
48.	Alejandra	Sanchez	MO	Counselor	559 827-8018	
49.	Bertha	Tello	MO	Counselor	559 917-1681	559 313-3878
50.	David	Terrel	MO	Athletic Director	559 331-0026	
52.	Gretchen	Vander Tuig	MO	Psychologist	559 331-1890	
53.	Steve	Ramirez	Alt Ed	Principal	559 936-4245	559 635-4668
54.	Richard	Torrez	Alt Ed	Dean of Students	559 905-8933	
55.	Susan	Meadows	Alt Ed	Psychologist	559 999-0527	559 981-2563
56.	Liz	Rocha	Alt Ed	Counselor	559 679-3355	559 991-6043
57.	Dereck	Domingues	SVCharter	Principal	559 269-9383	
58.	Veronica	Covert	SVCharter	Counselor	559 967-4160	
59.	Larriann	Torrez	TAS	Director	559 920-0664	
60.	Rosa	Vargas	TAS	Counselor	559 445-1691	
61.	Sylvia	Silva	TAS	Director of Vocational Nurse Ed	559 731-4882	
62.	Wendi	Powell	ACHS	Principal	559 901-5622	
63.	Sara	Zakarian	ACHS	Dean of Students	310 279-8713	
64.	Abel	Loza	ACHS	Counselor	559 361-3790	
65.	Roxanne	Bernard	ACHS	Psychologist	559 496-9991	
66.	Dan	Dutto	AG Complex	Director Ag Program	559 331-7091	

Contact List

Feeder School:	Name:	Title:	Phone:	E-mail Address:
Buena Vista School District	Carole Mederos	Superintendent/Principal	686-2015	cmederos@buenavista eagles.org
Liberty School District	Keri Montoya	Superintendent/Principal	686-1675	kmontoya@libertyk12.ca.us
Liberty School District	Stacy Soares	Vice-Principal	686-1675	ssoares@liberty.k12.ca.us
Oak Valley Union School District	Heather Pilgrim	Superintendent	688-2908	h.pilgrim@oakvalleyschool.org
Palo Verde Union School District	Philip Anderson	Principal/Superintendent	688-0648	phil@palo-verde.k12.ca.us
Pixley Union School District	Montgomery Dunbar	Superintendent	757-5207	mdunbar@pixley.k12.ca.us
Pixley Union School District	Erika Cortez	Principal/Pixley Middle	757-3018	ecortez@pixley.k12.ca.us
St. Aloysius	Holly Zamora	Principal	686-6250	hzamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	688-7451	terri.rufert@sundale.org
Sundale Union School District	Cindy Gist	Principal	688-7451	cindy.gist@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	752-4213	sbettencourt@tipton.k12.ca.us
Tulare City School District	Brian Hollingshead	Superintendent	685-7212	bhollingshead@tcsdk8.org
Tulare City School District	Paula Adair	Director of Student Services	685-7221	padair@tcsdk8.org
Tulare City School District	Debbi Parker	Director of Curriculum	685-7210	dparker1@tcsdk8.org
Tulare City School District	Joyce Nunes	Director, Business	685-7206	jnunes@tcsdk8.org
Tulare City School District	Michelle Zavaleta	Director of Psychological Services/Special Education	685-7206	mzavaleta@tcsdk8.org
Tulare City School District	Philip Pierschbacher	Asst Supt, Personnel	685-7227	ppierschbacher@tcsdk8.org
Tulare City School District	Greg Anderson	Principal/Cherry Ave	685-7320	ganderson@tcsdk8.org
Tulare City School District	Michelle McPhetridge	Principal/Live Oak	685-7310	mmcphetridge@tcsdk8.org
Tulare City School District	Mark Thompson	Principal/Los Tules	687-3156	mthompson@tcsdk8.org
Tulare City School District	Tracey Jenkins	Principal/Mulcahy	685-7250	tjenkins@tcsdk8.org
Tulare City School District	Terri Martindale	Principal/Alpine Vista	687-3135	tmartindale@tcsdk8.org
Waukena Jt. Union School District	Deanna Cardoza	Superintendent	686-3328	deannac@waukena.k12.ca.us
Tulare Joint Union High School District Office Administrators				
Tulare Joint Union High School Dist	Tony Rodriguez	Superintendent	688-2021	tony.rodriguez@tulare.k12.ca.us
Tulare Joint Union High School Dist	Lucy Van Seyoc	Asst Supt, Curriculum, Tech, Assessment	688-2021	lucy.vanscyoc@tulare.k12.ca.us
Tulare Joint Union High School Dist	Tammy Aldaco	Asst Supt, Student Services	688-2021	tammy.aldaco@tulare.k12.ca.us
Tulare Joint Union High School Dist	Barbara Orisio	Asst Supt, HR	688-2021	barbara.orisio@tulare.k12.ca.us
Tulare Joint Union High School Dist	Jason Edwards	Director, Special Ed	687-7351	jason.edwards@tulare.k12.ca.us
School Site Administrators				
Tulare Union High School	Michelle Nunley	Principal	686-4761	michelle.nunley@tulare.k12.ca.us
Tulare Union High School	Terry Langlie	Head Counselor	686-4761	terry.langlie@tulare.k12.ca.us
Tulare Western High School	Kevin Covert	Principal	686-8751	kevin.covert@tulare.k12.ca.us
Tulare Western High School	Leandra Garcia	Asst Prin, Counseling	686-8751	leandra.garcia@tulare.k12.ca.us
Mission Oak High School	Michele Borges	Principal	687-7308	michele.borges@tulare.k12.ca.us
Mission Oak High School	Rachel Chapman	Asst Prin, Counseling	687-7308	rachel.chapman@tulare.k12.ca.us
Alternative Education	Steve Ramirez	Principal	687-7400	steve.ramirez@tulare.k12.ca.us
Sierra Vista Charter	Dereck Domingues	Principal	687-7384	dereck.domingues@tulare.k12.ca.us
Accelerated Charter	Wendi Powell	Principal	687-7303	wendi.powell@tulare.k12.ca.us
Tulare HS Ag Complex	Daniel Dutto	Director	687-7390	daniel.dutto@tulare.k12.ca.us

Primary Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work /Cell #:	Email Address:
Buena Vista School District	Carole Mederos	Supl/Principal	559 732-7162	559 686-9470		cmaderos@buenvistacalifornia.org
Liberty School District	Keri Montoya	Supl/Principal	559 786-3349			kmontoya@liberty.k12.ca.us
Oak Valley Union School Dist	Heather Pilgrim	Superintendent	559-936-2657			h.pilgrim@oakvalleyuschool.org
Palo Verde Union School Dist	Phil Anderson	Superintendent	559 972-5804	None		Phil@palo-verde.k12.ca.us
Pitney Union School Dist	Montgomery Dunbar	Superintendent	559-930-5150			mdunbar@pitney.k12.ca.us
St. Aloysius	Holly Zamora	Principal	559 972-6207		559 686-6250	hazamora@sactulare.com
Sundale Union School District	Teri Ruffert	Superintendent	559 972-7320	559 686-0436		teri.ruffert@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	559-804-6611			stbettencourt@tipton.k12.ca.us
Tulare Joint Union HS District	Tony Rodriguez	Superintendent	559 901-9458	559 686-1580		tony.rodriguez@tjhsd.k12.ca.us
Tulare City School District	Brian Hollingshead	Superintendent	559-804-9085			bhollingshead@tcsd.k12.ca.us
Waukena JT Union School Dist	Deanna Cardoza	Superintendent	559-805-5373			deannac@waukena.k12.ca.us

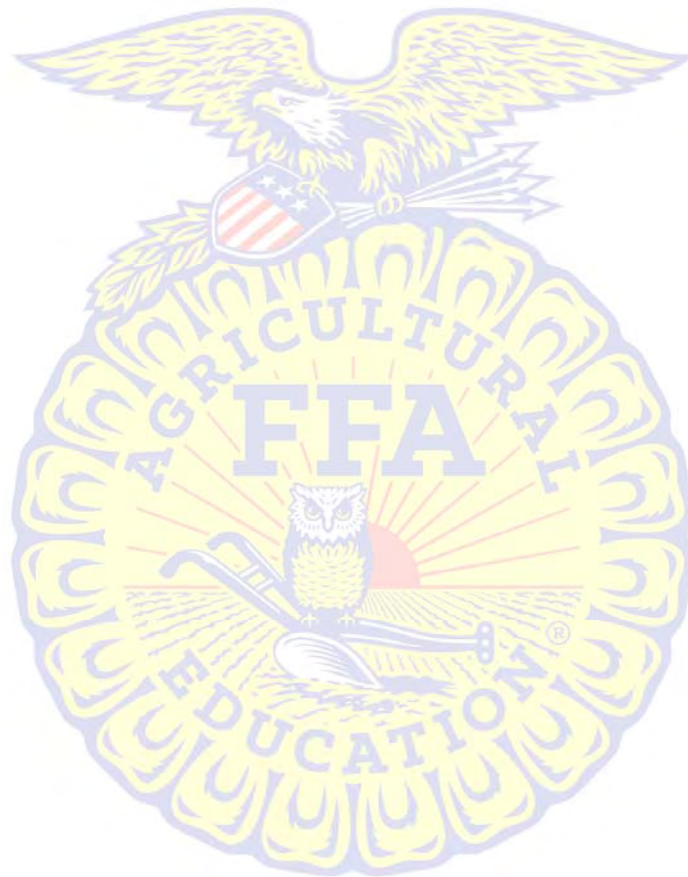
Alternate Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Alternate #:	Email Address:
Buena Vista School District	Dana Milanesio	Business Manager	559 936-2845	559 688-6162		dmilanesio@buenvistacalifornia.org
Liberty School District	Teri Shirk	Business Manager	559 280-1333			tsirk@liberty.k12.ca.us
Oak Valley Union School Dist	Matt Baxter	Principal	661-303-4522			mbaxter@oakvalleyuschool.org
Oak Valley Union School Dist	Marvin Sanders	MOT Director	559 719-0821			
Palo Verde Union School Dist	Rose Machado	Assistant Principal	559 358-0998	559 688-0800		rmachado@palo-verde.k12.ca.us
Pitney Union School District	Joel Munoz	Director, Maint & Oper	559 936-2381			
St. Aloysius	Lani-Kay Silva	Bookkeeper			559 686-6250	lsilva@sactulare.com
Sundale Union School District	Cindy Gist	Principal	559 331-4092			cindy.gist@sundale.org
Tulare City School District	Philip Pierschbacher	Asst Supt/Personnel		559 687-9521	559 805-9370	ppierschbacher@tcsd.k12.ca.us
Tulare JT Union HS Dist	Barbara Orsio	Asst Supt/HRI	559 303-8408			barbara.orsio@tjhsd.k12.ca.us
Tulare JT Union HS Dist	Tammy Aldaco	Asst Supt/Student Services	559 730-6329			tammy.aldaco@tulare.k12.ca.us
Tulare JT Union HS Dist	Lucy Van Soyoc	Asst Supt/Curriculum	559 679-7192			lucy.vansoyoc@tjhsd.k12.ca.us
Waukena JT Union School Dist	Loretta Myers	Business Manager	559 740-8175			lorettam@waukena.k12.ca.us

STUDENT CARE EMERGENCY/DISASTER SIGN-OUT ROSTER FORM for EMERGENCY/DISASTER PREPAREDNESS

Please complete upon release of a child from an emergency/disaster evacuation site.

A best practice recommendation is to have only one person/staff release the children program wide.

Program Roster Childs Name	Class	Time Picked Up	Picked Up by Whom	Destination
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				



Prevention of Illness and Communicable Diseases

School Personnel are expected to incorporate the instruction of ways to prevent the spread of the common cold, flu, and other communicable diseases. This includes the teaching of appropriate hand washing techniques, good sleeping, exercise, and eating habits, procedures for disposing of contaminated tissues, and appropriate techniques to use for coughing, sneezing, etc.

Medical Emergencies:

Accidents:

I. Check –What happened (fall, fight, sport injury, etc.)?

- Do not move victim if a fall from significant height has occurred
- Assess victim for bleeding
- If unconscious, check for breathing and pulse

II. Call – For assistance from adult office personnel

- Use radio
- Send a pair of students – direct them to return and report to whom they gave information.

III. Care – First aid as necessary until help arrives.

- Do not carry a child to the office. Get an office chair with wheels for transport.
- Office personnel shall give first aid if needed.
- If, in the judgment of the office personnel the victim needs additional emergency care, the Emergency Card on file will be used in order to reach a parent or an authorized person to pick up the child and/or access further medical assistance.
- In the event that the injury is serious and needs immediate attention and/or the victim's parent or other authorized persons on the Emergency Card cannot be reached, office personnel are authorized to call 911 for emergency assistance.
- An Accident/Incident report will be completed and filed, and a copy sent with the victim.

Illness - General:

I. Check – Patient's temperature should be taken; an overall assessment of the student made by communication with the student and observation by the caregiver.

II. Call – Parent will be called if student has a fever of 100 degrees or higher; has sore throat or cough; has symptoms that impede learning at school; has symptoms that indicate he/she is contagious to others in the school environment.

III. Care – Patient should be isolated from peers and made as comfortable as possible.

The student's emergency information should be accessed and followed. If no contact can be made to have the child picked up, the school office staff will keep the child in the health office, and if warranted, contact the physician listed on the emergency to determine the most appropriate course of action.

Illness – Communicable Diseases:

The same procedure as those for General Illnesses (above) is to be followed.

Cases of certain communicable diseases must be reported to other families whose children attend the same class and the Clubhouse childcare program. The following diseases must be reported and necessary precautions taken immediately: Meningitis, strep, scarlet fever, infectious hepatitis, head lice, scabies, measles and mumps. The school office will send out the appropriate exposure notices, and direct the Clubhouse to send home the appropriate exposure notices as well.

Automated External Defibrillator (AED) Information



Automated External Defibrillators (AEDs) needed to diagnose life-threatening cardiac arrhythmias and ventricular tachycardia and treat a patient through the application of electrical therapy which stops the arrhythmia, allowing the heart to reestablish an effective rhythm

AED Locations on campus:

- 1) A Building (Reception)**
- 2) B Building (Storage Area)**

AED Trained

- 1) Daniel Dutto**
- 2) Susanne Chavez**

Air Pollution – Air Quality Index

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each district will be informed by the Regional or County Superintendent to abide by each standard:

AQI Values	Health Categories	Cautionary Statements for 8 – Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy Red Flag	Active children and adults, people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion

When notified of an AIR POLLUTION episode, Superintendent or Designee will:

1. Instruct employees to minimize strenuous physical activity.
2. Cancel any events requiring the use of vehicles.
3. Urge employees to minimize the use of vehicles.

All Other Emergency Procedures

BUS ACCIDENT PROCEDURE

Bus Driver:

- ☐ Protect student passengers from injuries and the bus from further damage.
- ☐ Turn off the ignition, remove the key and activate the hazard lights.
- ☐ Check for conditions that could cause a fire.
- ☐ If conditions are safer outside the bus than inside, evacuate the bus.
- ☐ Do not leave students unattended or unsupervised.
- ☐ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- ☐ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- ☐ Do not discuss details of the accident with media.
- ☐ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- ☐ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- ☐ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- ☐ Dispatch a school representative to the accident location.
- ☐ School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- ☐ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- ☐ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- ☐ Ensure any special health information or medication for any injured student is sent to the hospital.
- ☐ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- ☐ Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- ☐ Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

SEVERE WEATHER PROCEDURE

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until campus can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate an the “Off-Campus Evacuation” procedure.

Off-Campus Evacuation Procedure Template

(Modeled after other Emergency Procedures in Crisis Response Plan)

Purpose:

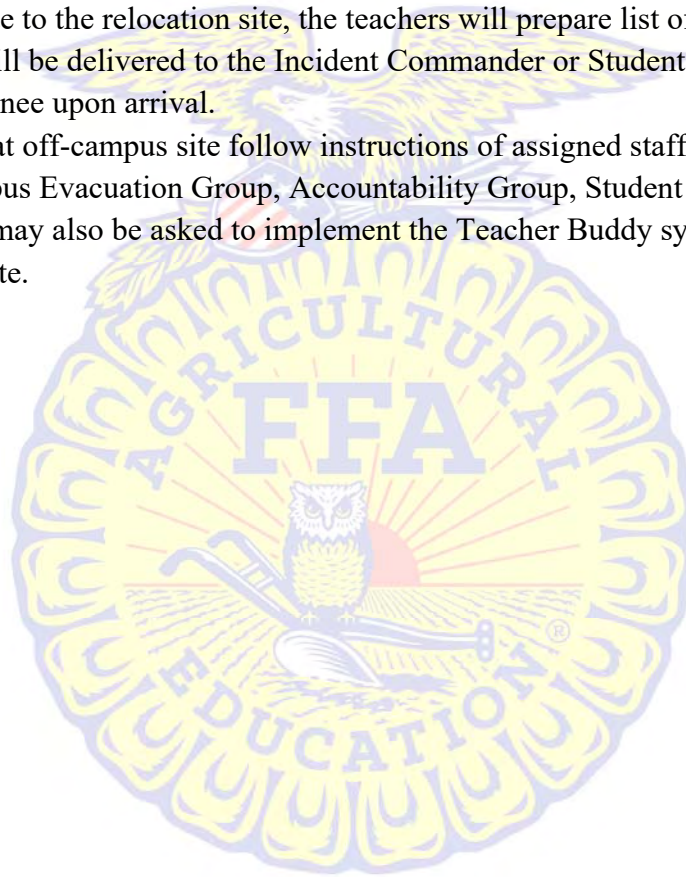
The Off-Campus Evacuation Procedure is used to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

Administration:

- ☐ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.
- ☐ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- ☐ Determine the appropriate pre-designated relocation site and evacuation route.
- ☐ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- ☐ The school Incident Commander or designee will obtain the “***Off-Campus Evacuation Sites***” form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- ☐ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- ☐ Implement procedures for setting up the bus evacuation staging area.
- ☐ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- ☐ Direct staff to move students to the evacuation staging area for loading onto buses.
- ☐ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- ☐ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- ☐ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

Teachers and staff

- ☐ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
 - ✓ Ensure special needs students and staff are assisted. Request help if needed.
 - ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- ☐ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- ☐ Maintain control of your class.
- ☐ While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the Incident Commander or Student Accountability Group or other designee upon arrival.
- ☐ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may also be asked to implement the Teacher Buddy system and assist in staffing the site.



UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

Gas Leak - INDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100', more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of campus and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- ☐ If problem is in, or on, a school building and there is smoke or threat of fire:
 - ☐ Evacuate the building(s).
 - ☐ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

Suspension and Expulsion Policies

TULARE JOINT UNION HIGH SCHOOL DISTRICT

LEGAL CODE REGARDING STUDENT DISCIPLINE: EDUCATION CODE 48900 AND CONSEQUENCES

ALL PUPILS ENROLLED IN STATE PUBLIC SCHOOLS HAVE THE INALIENABLE RIGHT TO ATTEND CLASSES ON SCHOOL CAMPUSES THAT ARE SAFE, SECURE, AND PEACEFUL. A pupil shall be suspended from school or recommended for expulsion if the Superintendent or the Principal or the Principal's designee of the school in which the pupil is enrolled determines that while under the jurisdiction of the school, the pupil has:

A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission to possess the item from a certified school employee, which is concurred in by the Principal or the designee of the Principal.

C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or being detected in the immediate area (motel room, vehicle, etc.) of any controlled substance, alcoholic beverage or intoxicant while under the responsibility of the school and with knowledge of the presence of the substance.

D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and 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. Stolen 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.

I. Committed an obscene act or engaged in habitual profanity or vulgarity.

J. 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.

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.

L. Knowingly received stolen school property or private property.

M. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

N. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

P. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

R. Engaged in an act of bullying, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. Any student found to engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically towards a pupil or school personnel shall be suspended and a mandatory police report is made.

Bullying consists of one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.

S. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

T. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

U. As used in this section, "school property" includes, but is not limited to, electronic files and databases.

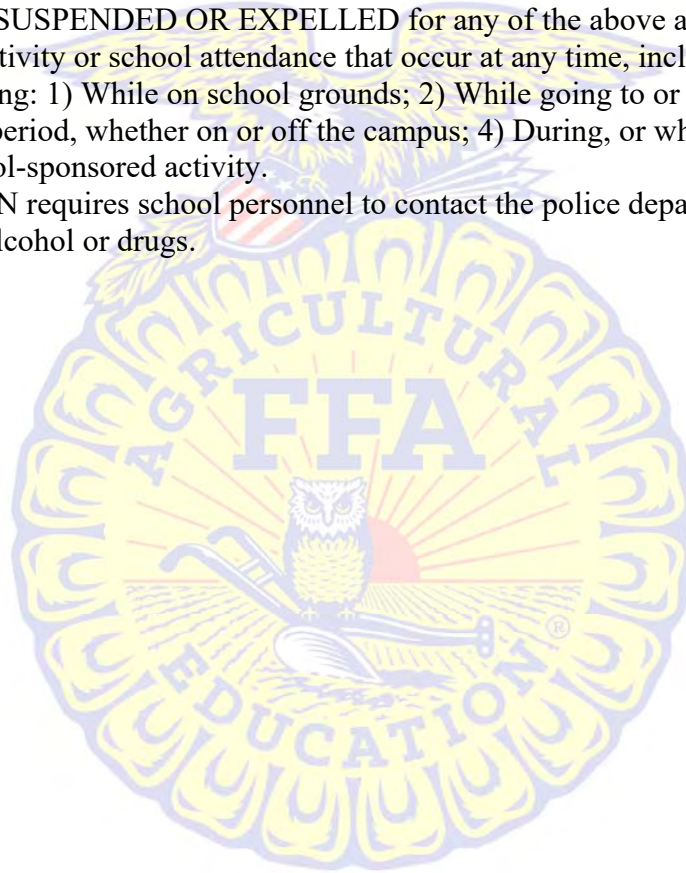
V.A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

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

- .2 – engaged in sexual harassment
- .3 - hate violence
- .4 - harassment, threats, intimidation against a pupil or group
- .7 – made terroristic threats against school officials or school property

A PUPIL WILL BE SUSPENDED OR EXPELLED for any of the above acts when that act is related to a school activity or school 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.

NEW LEGISLATION requires school personnel to contact the police department for any violation involving alcohol or drugs.



Policy for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). The following email is provided to inform all teachers (4) four times each school year:

SAMPLE EMAIL:

Dear Staff,

The district is using Google Forms to notify teachers of the pupils that have been subject to suspension or expulsion. Please note, when taking attendance, a red “**SSA**” will appear next to the name of a student that has violated Education Code 48900 in the previous three (3) years - this information is also updated immediately after an offense has occurred. If you wish to know what code violations were committed, Technology created a 48900 report that is linked to the student password lookup. Attached is a link that will walk you through the process of looking up student password, or accessing the new 48900 report. You may also contact the Assistant Principal at your site if you have questions regarding a student.

<https://docs.google.com/document/d/1fwfs2GN-T3eBX35VUYECKnw3ye6XqaNrWK9pxAwrDAU/view>

Please complete the attached Google Form at your earliest convenience. A receipt will be sent when you complete this task.

Thank you in advance for your cooperation.

TJUHSD

755 East Tulare Ave.
Tulare, CA 93274
(559) 686-4671 Phone
(559) 687-7369 Fax

To: ALL CERTIFICATED STAFF
From: **Assistant Principal's Office**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- (C-1) possessed/sold/furnished firearm
- (C-2) brandished a knife at another person
- (C-3) sold a controlled substance
- (C-4) committed/attempted to commit sexual assault or sexual battery
- (C-5) possession of an explosive
- (A-1) caused serious physical injury to another person (needed medical attention)
- (A-2) possessed any knife or other dangerous object
- (A-3) possessed a controlled substance
- (A-4) committed robbery or extortion
- (A-5) committed assault or battery upon a school employee
- A – altercations, fights
- B – sold/furnished a knife or dangerous object
- C – use/under influence or possession of a small amount of drugs or alcohol
- D – Look alike substance (offered/tried to sell)
- E – attempted to commit robbery or extortion
- F – caused/attempted to cause damage to school or private property
- G – stole/attempted to steal school or private property
- H – possessed or used tobacco or nicotine products
- I – committed an obscene act or engaged in habitual profanity or vulgarity
- J – possessed drug paraphernalia
- K – disruption of school activities or defiance
- L – knowingly received stolen property
- M – possession of an imitation firearm
- O – harassed/threatened/intimidated a complaining witness
- P – offered or sold/attempted to sell prescription drug Soma
- Q – engaged/attempted to engage in hazing
- R- engaged in act of Bullying
- S – aiding or abetting in the infliction of physical injury
- .2 – engaged in sexual harassment
- .3 - hate violence
- .4 - harassment, threats, intimidation against a pupil or group
- .7 – made terroristic threats against school officials or school property

If you have any questions or want more information, please see Kevin Covert, Assistant Principal

Discrimination and Harassment Policy

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

California's Education code specifically prohibits discrimination and harassment against students and staff in schools on the basis of ethnic group identification, race, national origin, religion, color, mental or physical disability, actual or perceived sexual orientation or gender identity. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act. An important part of this intent is to prevent sexual harassment in the work and educational setting.

The Tulare Joint Union High School District will not condone, permit, or tolerate sexual harassment of employee or students in any manner whatsoever. Persons engaging in such harassment may be subject to discipline up to and including discharge or expulsion. Tulare Western High School will not tolerate sexual harassment of any student by any other student or district employee. Any case of harassment should be reported immediately to a school administrator.

Sexual Harassment Definitions

“Sexual harassment” means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
- (2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.
- (3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- (4) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school district.

“Verbal sexual harassment” includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

“Physical sexual harassment” includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

“Visual sexual harassment” includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

“Educational environment” includes, but is not limited to, the following:

- (1) The campus or school grounds.

- (2) Properties controlled or owned by the school district.
- (3) Off-campus, if such activity is sponsored by the school district or is conducted by organizations sponsored by or under the jurisdiction of the school district.

Sexual harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, the California Fair Employment and Housing Act and its regulatory guidelines, the California Education Code and District Board Policy.

Violation of this policy shall constitute, generally, just and reasonable cause to discipline, up to and including termination or expulsion, and shall constitute, specifically, persistent violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the governance of the District by the Board of Education of the Tulare Joint Union High School District under Education Code section 44932, subdivision (g).

COMPLAINT PROCESS: Employees or students believing that they have been subjected to sexual harassment or other forms of discrimination should bring his/her complaint to the attention of his/her immediate supervisor or the District's Affirmative Action Officer at the District Office, his/her teacher, counselor or school administrator.

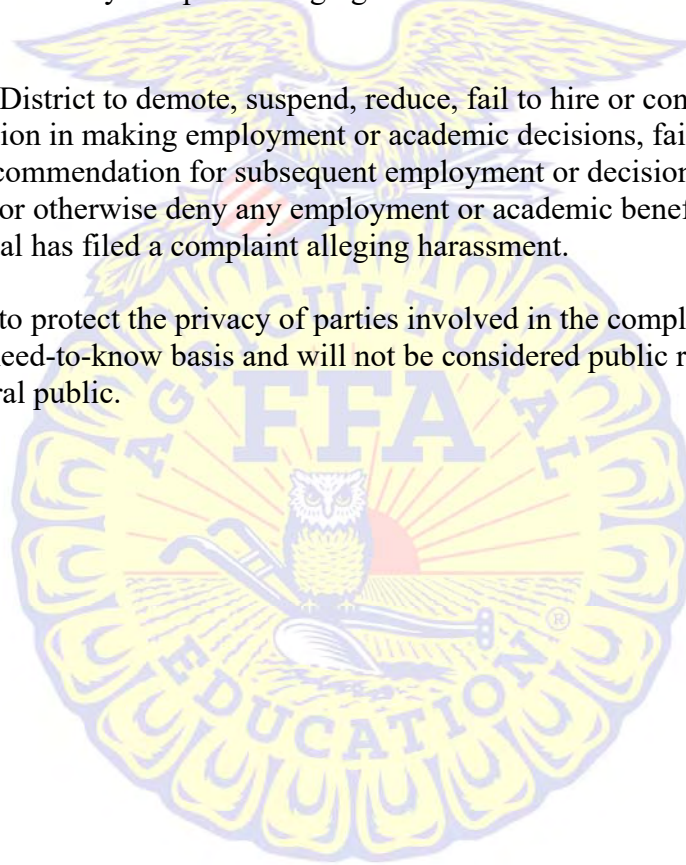
- Internal: To accommodate the unique nature of sexual harassment complaints, an internal process is provided for the primary purpose of resolving a complaint at the earliest possible date while protecting the confidentiality of the parties. In order to do this, the District Personnel Division will commence an investigation of each and every claim as expeditiously as possible following receipt. As part of this investigatory process, the District will:
- a) If the complainant is not satisfied with an informal attempt to resolve the matter and wishes to pursue it more formally, obtain a factual written statement of the complaint for the District Superintendent, his designee, or other department heads, site managers, etc., as required on a need-to-know basis.
 - b) Obtain from the Associate Superintendent, Personnel, or his designee, authorization to investigate the complaint, review factual information collected to determine whether the alleged conduct constitutes sexual harassment — giving consideration to the record as a whole and the totality of circumstances — including the nature of the sexual advances and the context in which the alleged incidents occurred. At all times, information will only be shared on a need-to-know basis and confidentiality will be protected.
 - c) Counsel the individuals involved and outline options available to them.
 - d) Take or authorize appropriate action as defined by the Associate Superintendent, Personnel.
 - e) Report to the individuals directly involved in the case as to the findings of any investigation and action taken.

- External:
- a) If the complaint is not adjusted to the satisfaction of the employee or student in the internal complaint process, Title IX or other complaint forms are available for filing a formal complaint.
 - b) Depending on the circumstances of the complaint, any steps of the internal process may be waived and the external process initiated at the appropriate step.
 - c) As an alternative to these procedures, employees may contact the Office of California Department of Fair Employment and Housing (DFEH)

Employees or students should initiate complaints in a timely fashion. It should be noted that the District wishes to know of any complaint alleging sexual harassment as soon as possible after it occurs.

It is unlawful for the District to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment or academic decisions, fail to treat impartially in the context of any recommendation for subsequent employment or decisions in regard to academic conditions or otherwise deny any employment or academic benefit to an individual because that individual has filed a complaint alleging harassment.

Efforts will be made to protect the privacy of parties involved in the complaint process and will be shared only on a need-to-know basis and will not be considered public record or otherwise available to the general public.





Tulare Joint Union High School District

Transgender and Gender Nonconforming Students Guidelines

Ensuring Equity and Nondiscrimination

DISTRICT GUIDE

Purpose: The purpose of this district guide is to advise schools regarding issues relating to transgender and gender nonconforming students in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

The guide does not anticipate every situation that might occur. It does offer suggested approaches to specific instances when the protections or the Safety of transgender and gender nonconforming students may come into question.

Definitions: The following definitions apply:

“Transgender students” refers to students whose gender identity is different than from their sex at birth, and whose gender expression is different from the way males or females are expected to look or behave.

“Gender identity” refers to one’s understanding, interests, outlook, and feelings about whether one is female or male, or both, or neither, regardless of one’s biological sex.

“Gender expression” refers to the way a person expresses her or his gender, through gestures, movement, dress and grooming.

“Gender Nonconforming Students” refers to students that have a gender expression that does not conform with stereotypical expectations, for example, “feminine boys,” “masculine girls,” and students who are androgynous. Another example might be the boy who comes to school in clothing that some might perceive as “girls,” or the girls that might be perceived as “boys”.

Note: The definitions provided are not meant to label a student but are intended as functional descriptors.

Guidelines: The following guidelines will be followed in the district:

Issues of Privacy:

All persons, including students, have a right to privacy; this includes keeping a student's transgender status private. Therefore, school personnel will not disclose a student's transgender status to others, including parents, and/or other school personnel, unless there is a specific "need to know."

Whenever discussing a particular issue such as conduct, discipline, grades, attendance, or health with a transgender or gender nonconforming student, focus on the conduct or particular issue, and not on any assumptions regarding the student's actual or perceived gender identity. When school personnel must contact the parents of a transgender or gender nonconforming student, "best practice" will dictate that the student should be consulted first to determine an appropriate way to reference the student's gender identity.

Official Records:

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil and the pupil's sex. The District will change a student's official records to reflect a change in legal name or gender that has been changed pursuant to a court order. If a student indicates to school personnel that he or she wishes to be addressed by a name corresponding to his or her gender identity, that name may be entered in the "Alias" field of Aeries. This will serve to inform teachers of the name to be used when addressing the student.

Names/Pronouns:

Students are to be addressed by a name and pronoun that corresponds to the gender identity that the students consistently assert at school. Students may request to be addressed by their "preferred name" (and preferred pronoun) that corresponds to their identity without obtaining a court order or without changing their official records. This reference guide acknowledges that inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur, but it does not condone an intentional and persistent refusal to respect a student's gender identity.

It is strongly suggested that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at conferences with the student's parents. In cases where students and parents may be in disagreement about the name and pronoun to be used at school, school administrators may refer families to appropriate outside counseling services.

Restroom Accessibility

Schools may maintain separate restroom facilities for male and female students. At the discretion of the school administrator, a student may be provided access to a restroom facility that corresponds to the gender identity that the student consistently asserts at school. If the student and administrator feel that there is a reason or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative restroom such as a single stall “unisex” restroom or the health office restroom. In all instances, decisions about alternative restroom use should be governed by the school administrator’s judgment concerning the safety and best interests of the student in question.

Locker Room Accessibility

Schools may maintain separate locker room facilities for male and female students. Schools may, however, provide a student access to a locker room facility that corresponds to the gender identity that the student consistently asserts at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:

1. Use of a private area (i.e., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor’s office in the locker room, or a nearby health office restroom).
2. A separate changing schedule (either utilizing the locker room before or after the other students).

Sports and Physical Education Classes

Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Participation in competitive athletic activities and contact sports are to be resolved on a case-by-case basis and follows CIF regulations.

Dress Codes

Dress code should be applied uniformly to all students. However, a transgender and/or a gender nonconforming student has the right to dress in accordance with the gender identity that the student consistently asserts at school, within the constraints of the school’s dress code, as it relates to health and safety (e.g. prohibitions on wearing gang symbols, regalia, and apparel).

Transferring a student to another school

School sites must ensure that transgender or gender nonconforming students are being provided a safe school environment. This includes

ensuring that any incident of discrimination, harassment, or violence that threatens students is given immediate attention (i.e. investigating the incident, and, if appropriate, determining and enforcing corrective actions). In general, schools should endeavor to keep transgender or gender nonconforming students at their school site.

Although the remedy or response to a transgender or gender nonconforming student who is being discriminated against or harassed should not be an “automatic” opportunity transfer to another school, the request for a school transfer shall follow all established district policies on Intra-district transfers.

Schools may not offer a transfer to another school on the inaccurate assumptions that a transgender or gender nonconforming student “should expect to be harassed,” or “has brought the harassment upon themselves by being open about their gender identity.”

Discrimination/Harassment

Complaints alleging discrimination or harassment based on someone’s actual or perceived transgender or gender nonconforming identity are to be handled in the same manner as other discrimination/harassment complaints.

The Tulare Joint Union High School District strives to provide a safe and secure environment at all sites. Staff and administrators will treat every student as the gender with which he or she identifies, protect the safety and privacy of all students, and aggressively combat all forms of illegal discrimination. The district will ensure to educate the school community of these guidelines

Grievance Procedure for Harassment and Discrimination

PURPOSE:

To define the Tulare Joint Union High School District's policy on the prohibition and prevention of harassment and discriminatory intimidation in District employment and academic status or progress.

DEFINITION:

Harassment, as differentiated from sexual harassment, includes acts by one or more persons on another that repeatedly torment, pester, persecute, or otherwise persistently trouble to the point of causing extreme anxiety, frustration, anguish or fear of harm. These acts may be physically or verbally threatening as would be determined by a reasonable person's standard.

It is the intent of the District to provide a working and educational environment for all individuals which is free of harassment and discriminatory intimidation whether based on race, color, religion, sex, age, national origin, handicap or veteran status. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act.

The District will not condone, permit or tolerate harassment or discrimination against employees or students in any manner whatsoever. Persons engaging in such harassment or discrimination may be subject to discipline up to and including discharge or expulsion.

The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of harassment or discriminatory intimidation, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The District acknowledges and respects student and employee rights to privacy. Harassment and intimidation complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential, except to the extent necessary to carry out the investigation or proceedings as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The District recognizes that informal conferences can often lead to an early compromise agreeable to all parties in a dispute. Whenever all parties to a complaint agree to try resolving their problem through an informal process, the Superintendent or designee shall determine the process before beginning a formal compliance investigation.

The procedure for filing and investigating complaints is as follows:

Step 1 - Filing of Complaint:

Any individual, public agency or organization may file a written complaint of alleged intimidation or harassment. The complaint shall be presented to the Superintendent or designee, who will then give it to the administrator assigned to complaint investigations. The

Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint.

Complaints alleging unlawful discriminatory intimidation may be filed by a person who alleges that he/she personally suffered unlawful discriminatory intimidation or harassment, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discriminatory intimidation or harassment. The complaint must be initiated no later than six months from the date when the alleged intimidation occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation:

Within ten days of receiving the complaint, the investigating administrator shall informally discuss with the complainant the possibility of an informal meeting between the complainant and the employee named in the complaint. If all parties agree to meet, the investigating administrator shall make all arrangements for this process.

If the informal process does not resolve the problem within the parameters of law, the investigating administrator shall proceed with his/her investigation of the complaint.

Step 3 - Investigation of Complaint:

The investigating administrator shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful, informal attempt to resolve the complaint. This meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the investigating administrator and the complainant may ask other individuals to attend this meeting and provide additional information.

When the investigation is completed, the findings will be communicated to the complainant. If not satisfied with the results of the investigation, the complainant will be told of his/her right to bring harassment or discriminatory intimidation cases before the Department of Fair Employment and Housing or the Board of Trustees in closed session.

**Tulare Joint Union High School District
Tulare Union High School
Dress and Grooming Policy**

Administrative Regulation 5132(a)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

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

In addition, the following guidelines shall apply to all regular school activities:

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency, safety, and good taste as deemed appropriate by school administration.

1. Footwear must be worn at all times
2. Any apparel, jewelry, accessory, notebook, backpack, or manner of grooming, which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in gangs, advocates drug use, violence, disruptive behavior or is offensive is prohibited. A behavior contract is enforced based on gang associated activities.
3. Caps and hats are not permitted on campus. From November 1st to March 1st, beanies will be allowed outdoors and must be:
 - Free of designs other than district/school logos
 - Free of any gang affiliation
 - Free from advocating any alcohol, drug, or tobacco product

Any beanie not deemed appropriate by a school administrator will be confiscated.

Upon approval by site administration and for sun protection, students are allowed to wear a full brim hat that is constructed of cotton or canvas material, capable of being folded up while in the classroom. These hats must be:

- Free of any type of logo or writing
 - Solid white or khaki color
 - Removed upon entering building
4. See-through, bare midriff, fishnet blouses, spaghetti strap tops (straps must be one (1) inch or wider), low cut, revealing tops, muscle shirts, strapless tops, off-the-shoulder and undershirts are prohibited. Shirts cut low under the arm will not be acceptable. No student may wear clothing that contains words that are suggestive or has suggestive

- double meanings of lewdness, obscenity or vulgarity. Clothing advertising alcohol, drug or tobacco products is prohibited.
5. The length of shorts must be within the bounds of decency and in good taste as appropriate for school. All shorts, skirts, and skorts must reach mid-thigh. Biker shorts shall not be worn as outer garments.
 6. Any clothing, hairstyle, piercings, or styles of dress that may cause a threat, have a negative effect, or disrupt the educational process will not be permitted.
 7. Shirts must be worn at all school activities including sporting events. Bare midriffs will not be allowed.
 8. No baggy or sagging clothes are permitted. Pants must fit at the waist, hips, crotch and thighs. Belts must be tucked into the pant loop. No inappropriate holes or frays will be permitted.
 9. Bandannas are not allowed at school or at school-sponsored events.
 10. Towels, T-shirts, folded shirts or any other clothing article cannot be worn around the neck, draped over the shoulder, or hanging from the pocket.
 11. Heavy chains that may pose a danger are prohibited.
 12. Sports jerseys are not allowed on campus other than those with district/school logos effective 2014-2015.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

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

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Safe Ingress and Egress Procedures

Safe Ingress/Egress of Pupils, parents, and school Employees

Safety of students, parents, and school personnel begins with the access to the school site. The following District rules have been instituted to support a safe environment for all:

- ✓ All visitors entering our campus are to sign in at the Kern Street gate.
- ✓ All students are to exit and enter vehicles at the designated areas.
- ✓ Tulare Union High School is a Modified Closed Campus. Juniors and Seniors are able to leave at lunch. Sophomores who meet graduation and attendance requirements are allowed Spring Semester to leave campus. Freshmen are not allowed. Students are not to leave the school campus unless they are being picked up by a parent or authorized person whose name appears on the student's emergency card on file in the school office/on Aeries, or unless a notification is given by the parent in writing. Acceptance of a facsimile with the parent's signature may be approved by the school administration in emergency situations.

Ensuring a Safe and Orderly Environment: School Climate

At the TJUHSD Farm, we take great pride in having a safe and secure campus. Here are a few guidelines regarding school safety that all Agriculture students are expected to follow:

- ✓ Any kind of threat made on our campus by anyone, either verbally or in writing, will be considered a very serious issue. Both the school and the police will become involved in the case. Students making threats will be dealt with by school administration and police if necessary. Threat assessments process is followed when dealing with student threats. The student will also be to their home school for counseling. Threatening students may be dropped from their Ag classes if they pose a threat to themselves or others. Threats of any kind have no place on the TJUHSD Farm.
- ✓ It is against the criminal law and school law to bring any kind of weapon to school. This includes any kind of knife. The education code requires that a student be expelled from school for bringing a weapon or any kind of dangerous object onto a school campus. Students will be transferred out of the Agriculture program if a weapon or any dangerous object is found in the student's possession, in their backpack, or in their car parked on campus. Furthermore, any student found in possession of a weapon or dangerous object will be arrested by the police.

We advise students to not jeopardize themselves of their education by violating either of these two guidelines.

We also ask for assistance and cooperation by communicating to a staff person if students hear or see anything that could threaten the safety of others on campus.

With everyone working together, our goal is that the TJUHSD Farm will continue to maintain a safe and secure campus.

School Climate Data Analysis

<u>Priority Area</u>	<u>Data Source</u>	<u>Justification</u>
Priority One: Gang Awareness/Prevention	Climate Survey Staff Observations Referrals Suspensions	Gangs are prevalent in Tulare County and in Tulare County, schools and gang awareness and prevention have become a priority. Our goal is to keep the influence of gangs off of campus to keep students safe, and to create positive experiences for all students. All staff must realize the many reasons students join gangs and come up with prevention strategies programs, and services.
Priority Two: Bullying Awareness/Prevention	Student Survey Climate Survey Staff Observations Sprigeo Reporting Mental Health Workshops Project Z	Creating and maintaining safe learning and social climate is crucial in ensuring all students have an equal opportunity for success. Bullying affects students' lives inside and outside of school. With the pervasiveness of technology, bullying is becoming more prevalent and harder to prevent. Parents are encouraged to attend the mental health meetings to discuss what can be done with regards to family awareness and support. Project Z is an anti-bullying campaign with author and activist Gabriella Van Rijj.
Priority Three: Drug/Alcohol Awareness Prevention	Counseling Referrals Suspensions Expulsions Student Input Class Action Friday Night Live Interquest-Canine YSB Turning Point Mental Health Workshops Community Service Athlete Drug Testing	Statistics show that there is a high rate of teens involved in drugs and alcohol. Our goal is to keep students involved in curricular and extracurricular activities to develop a strong sense of pride, school ownership, and self-worth along with a detection process (canine) to deter the involvement in drugs and alcohol in student lives. Parents are encouraged to attend the mental health meeting to discuss what can be done with regards to family awareness and support. In accordance with current changes in Education Code, and as part of the PBIS program being developed, THUS in increasingly implementing community service/restorative justice options as a method in dealing with discipline issues.
Priority Four: Increase the Physical Security of the Campus	Student Survey Climate Survey Staff Observations PBIS ALiCE Training	In keeping with the TJUHSD priority of creating and maintaining safe schools, the physical security of the campus will be increased by expanding upon existing efforts in order to provide a secure environment conducive to student learning. In addition, THSAC administration feel the safety of the campus would be increased by further developing a culture of courtesy, trust, respect, in which student feel comfortable reporting detrimental activity to trusted staff members. The development and implementation of our PBIS program in the 2013-2014 school year will help to foster this positive atmosphere at THSAC Administration and Maintenance are also working with District officials to expand the number and coverage of the campus security camera system and fencing.

School Climate Action Plan

School Climate

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: To reduce the number of negative incidents for the 2019-2020 school year.

Activities: Creating an effective, consistent strategy (training on detection and reporting) that staff is familiar with and uses to combat gang involvement. Creating staff gang awareness to have a more vested interest in gang members in hopes of creating positive relationships and reducing gang involvement.

Goal Two: To create a bully and harassment free school.

Objective Two: To reduce any bullying or harassment on campus by having the students anonymously report any incidents using the online Sprigeo reporting system for the 2019-2020 school year.

Activities: Bully awareness and training of staff, the identification of a bully and the immediate intervention, counseling services, creating a way for students to anonymously report harassment, and creating student awareness. Implementation of Sprigeo software to report bullying from computer (internet) generated information. This information is reported to administration anonymously.

Goal Three: Strengthen student self-respect and student relationships to school and staff.

Objective Three: To provide numerous opportunities for students to get involved in school, build relationships with other students, staff, and take pride in their campus.

Activities: All TJUHSD Agriculture students are encouraged to become a part of the FFA family and to attend as many FFA sponsored events as possible to help the students feel more welcomed and included in the school community.

Action Plan

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: To reduce the number of negative incidents for the 2016-2017 school year.

Goal Two: To create a bully and harassment free school.

Objective Two: To reduce any bullying or harassment on campus by having the students anonymously report any incidents using the online Sprigeo reporting system for the 2016-2017 school year.

Goal Three: Strengthen student self-respect and student relationships to school and staff.

Objective Three: To provide numerous opportunities for students to get involved in school, build relationships with other students, staff, and take pride in their campus.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Comprehensive Plan/Strategy	ongoing	Daniel Duto	N/A	Staff is currently exploring preventative strategies	Ongoing
Advisory Group	Fall 2018	Daniel Dutto Jared Castle	N/A		Ongoing
Staff Awareness	ongoing	Daniel Dutto	N/A	Continuous updates and awareness of student gang involvement.	Ongoing
Bullying/Harassment awareness education for students	ongoing	Daniel Dutto All Ag Teachers District Office	Safety Grant	District Wide	Ongoing
Staff Training	ongoing	Daniel Dutto District Office	N/A	N/A	Ongoing
Counseling Services	ongoing	Home School Counselor	N/A	N/A	Ongoing
Sprigeo	Fall 2018	Daniel Dutto	Safety Grant	Updates and identification on students bullying activities	Ongoing
Continuing Active Shooter Education	Fall 2018	Daniel Dutto	Safety Grant	Updates and options to create awareness to an active shooter on campus.	Ongoing

Continuing ALICE Training	Fall 2018	Daniel Dutto	Safety Grant	Strategies for school site active shooters	Ongoing



Ensuring a Safe and Orderly Environment: Physical Environment

At the TJUHSD Farm, we take great pride in having a safe and secure campus. Listed below are areas that TJUHSD Farm implements to ensure safety on the campus:

- ✓ TJUHSD Farm facilities and infrastructure are up to date with state and federal regulations.
- ✓ TJUHSD Farm Administration and staff supervise all busses to and from the Farm to ensure staff is available in case there is a problem with the students while on the bus or while waiting for the buses.
- ✓ All TJUHSD Farm staff is required to wear an ID while on campus.
- ✓ Updated lock for exterior doors.
- ✓ Perimeter security fencing completed south of dairy corals.
- ✓ Automatic electric entry/exit gate.
- ✓ Improved lighting throughout.

We also ask for assistance and cooperation by all stakeholders of TJUHSD Farm to communicate any defects or issues they may see to administrative staff that could threaten the safety of others on campus.

With everyone working together, our goal is that the TJUHSD Farm will continue to maintain a safe, secure, and well-maintained campus.

Physical Environment Action Plan

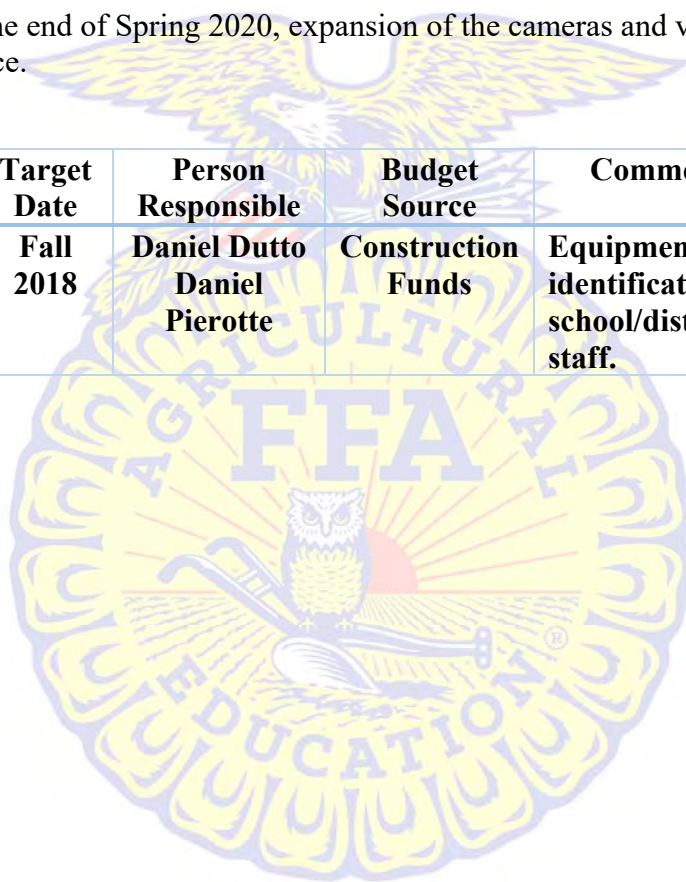
Goal: To create safe and aesthetically pleasing campus that will increase student ownership and reduce incidents of violence, encourage school spirit and pride, and where students feel safe and respected.

Objective One: By the end of the 2019-20 school year, construction of a new classroom building will have started.

Goal Two: To increase the feeling of safety and discourage deviant behavior by installing cameras and a video monitoring system.

Objective Two: By the end of Spring 2020, expansion of the cameras and video monitoring system will be in place.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Start construction of new classroom building.	Fall 2018	Daniel Dutto Daniel Pierotte	Construction Funds	Equipment identification by school/district staff.	Ongoing



Policies and Procedures

Policy/Procedure	Compliance Y/N	Comments	Next Steps
Child Abuse	Y	Follow county regulations and board policy.	Report to Tulare County CPS. File written report.
Disaster/Crisis/ Earthquake	Y	Conduct disaster drills. That is monitored by Tulare Police and Fire Department.	Continue drills annually.
Suspensions and Expulsions	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Notification of Dangerous Pupils	Y	Receive information from county probation agencies.	Continue to adhere to rules and regulations annually.
Discrimination and Harassment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Dress Code	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe Ingress and Egress	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe and Orderly Environment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Rules and Procedures on Discipline	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Hate Crimes (bullying)Reporting	Y	Follow site rules, regulations and district policy.	Continue adherence annually.

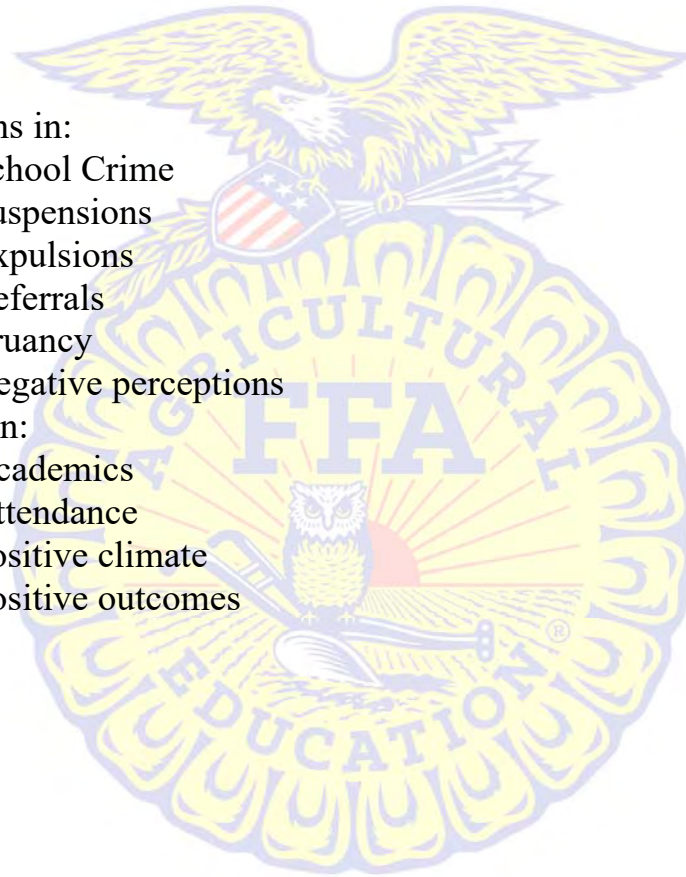
Evaluation of Action Plan

Effort and Process:

- Number of staff, students, families and others involved
- Number of hours
- Number of meetings

Impact:

- Reductions in:
 - School Crime
 - Suspensions
 - Expulsions
 - Referrals
 - Truancy
 - Negative perceptions
- Increase in:
 - Academics
 - Attendance
 - Positive climate
 - Positive outcomes



Appropriate Programs and Strategies that Provide School Safety

Tulare Union High School safety program involves a wide range of administrators, counselors, teachers, and school staff that support the safety and welfare of all students.

TJUHSD Farm Safety Staff:

Daniel Dutto, Director of Agriculture Education

Jared Castle, Department Chair

Dakota Burns, Teacher

Mike Mederos, Teacher

Debrah Silva, Teacher

Sammi Slover, Teacher

Jennifer Sousa, Teacher

Hector Urueta, Teacher

Campus Supervision Team (Administration & Teachers):

Daniel Dutto, Director of Agriculture Education

Jared Castle, Department Chair

Dakota Burns, Teacher

Mike Mederos, Teacher

Debrah Silva, Teacher

Sammi Slover, Teacher

Jennifer Sousa, Teacher

Hector Urueta, Teacher

Other Staff:

Susanne Chavez, Farm Secretary

Manuel Godinho, Milker

Safety procedures are addressed and implemented every school year through at weekly department meetings. School phones and personal cell phones are utilized to ensure immediate communication with administration and teachers at the TJUHSD Farm.

Site administration and counselors at the comprehensive sites address issues on a student by student basis and work to promote safety of academic success at TJUHSD Farm. Duties include monitoring and reinforcement of the requirements of school academic progress and school behavior.

If students need further assistance with behavior or issues, TJUHSD Farm administration or outside referral agencies such as Health and Human Services are utilized to try to provide the most qualified intervention program for all TJUHSD Farm students.

If counseling, discipline and intervention methods do not assist students on campus, referrals can be used to transfer students to alternative education sites in the district.

Visitors that come to the TJUHSD Farm are now directed to report to the new Farm Secretary, Susanne Chavez who then either handles their business or directs them to the appropriate administrator/teacher. By the end of 2020, TJUHSD Farm plans to have a call box or automatic opening gate in place to monitor persons that come onto the TJUHSD Farm property so we know who is coming on campus and can be greeted immediately.



Firearms on School Grounds

Business and Noninstructional Operations

BP 3515.7(a)

FIREARMS ON SCHOOL GROUNDS

Cautionary Notice: SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Board of Trustees is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. *School grounds* include, but are not limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference: (see next page)

BP 3515.7(b)

FIREARMS ON SCHOOL GROUNDS (continued)

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Regulation
approved: June 23, 2016

TULARE JOINT UNION HIGH SCHOOL DISTRICT
Tulare, California

Discipline Procedures

Tulare Joint Union High School District

Discipline Code Summary

GENERAL AIMS

This summary of the revised Discipline Code of the Tulare Joint Union High School District is given to all of our parents and students. We want to make certain that students, parents and staff understand that school regulations governing discipline are based on written rules. Each staff member of the Tulare Joint Union High School District who works with students and parents has been given the opportunity to read and understand these rules and regulations.

This Discipline Code clearly spells out unacceptable actions by students against persons or property. It is also designed to protect the constitutional rights of students. In recent years the courts have emphasized the constitutional principle that students do have certain rights when they attend our schools. Such rights include freedom of expression, speech, and equal educational opportunity. Along with these rights come additional responsibilities on the part of the students. The staff of the school system will work with the students to help them understand their rights and responsibilities and to grow to maturity with additional respect for fairness, justice and truth.

When students are suspended or expelled from school or school activities, we take this action to protect the physical safety of other students or staff or to ensure that classroom instruction is continued without interference. The general safety, well-being, and educational goals of all students must be considered along with the rights and responsibilities of each individual.

Before a student can be suspended, a hearing by local school officials must be given to each student who has been accused of violating the Discipline Code. Parents or guardians must be notified by mail stating the specific acts for which the suspension was ordered. The parents will be invited to the school to discuss the matter.

California law permits suspension from school and school activities for a period of five days, except while waiting for action by juvenile court or the Board of Trustees, when time may be extended.

In expulsion cases, a full hearing is given to each student. This is held before a panel of administrators and teachers appointed by the Board of Trustees. The facts of each case are carefully reviewed in this hearing and findings from the administrative panel are presented to the Board of Trustees in executive session with a recommendation. Final action is taken by the Board of Trustees in open session.

The complete Discipline Code with its supporting data is a very long document. Copies are kept at each school and may be examined there by patrons and students. It is our hope that these rules and regulations will help our schools to carry on in the best tradition and without interrupting their main function - that of giving each student the best education possible. The complete California Education Code may be secured on the web at www.cde.ca.gov.

EXPECTED STUDENT BEHAVIOR

The Board of Trustees of the Tulare Joint Union High School District, in support of public education and the exercise of general supervision of the secondary schools of the District, believes that the conduct of students attending the high schools must establish an educational climate conducive for the furtherance of educational opportunities for youth and the promotion of learning.

To assure this aim, the people of the State have empowered local boards of education to regulate student conduct.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (E.C. 35291)

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (E.C. 48908)

There is a place and an appropriate educational program in our schools for every student interested in pursuing an education. The law requires attendance of youth between certain ages and the public has, through numerous legislative enactments, expressed its will that educational opportunities shall be provided for all.

RULES AND REGULATIONS

The following conduct is not permitted. Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, provided that a pupil may be suspended for any of the reasons enumerated in E.C. Sections 48900 (a-s), 48900.2, 48900.3, 48900.4, 48900.7, 48901.5 and sections of 48915 upon a first offense.

a) The principal may recommend a pupil's expulsion for any of the acts enumerated in Section 48900 and in sections of E.C. 48915.

b) Upon recommendations by the principal or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated E.C. Sections 48900 (a-s), 48900.2, 48900.3, or 48900.4, 48900.7; and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others and that other means of correction are not feasible. The governing board shall order expulsion for violation of E.C. 48915 (c-1) to (c-5).

CAUSES FOR DISCIPLINARY ACTION

VIOLATIONS RELATING TO PERSONS

ABUSE / HARASSMENT, THREATS OR INTIMIDATION (physical or verbal attack on district employee or student) (E.C. 44810, 48900 (a)(1), (a)(2), 48900 i and o, 48900.4, 48900.7; P.C. 71)

ASSAULT AND BATTERY (assault or battery upon another student or upon school personnel; threat of force or violence toward school personnel, at any time or place related to school attendance or functions) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), 48915 (c-2), (a-1), (a-2), (a-5); P.C. 240-243, 245)

BUS CONDUCT (continued disorderly conduct or persistent refusal to submit to authority of the driver) (C.A.C. 14103)

DEFIANCE, DISRESPECT, ETC. (insubordination or defiance toward school employees, either in language or action) (E.C. 48900 k; 48908)

ELECTRONIC LISTENING OR RECORDING DEVICE (It is the students' responsibility to make sure that all devices, including cell phones, are turned off and secure during the official school day. use of all electronic communication devices, without prior consent of the principal, is prohibited. (E.C. 51512, 48901.5)

EXTORTION / ROBBERY (taking possessions from another person by threat or force) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), e and g, 48915 (a-4); P.C. 240, 241, 524)

FIGHTING (involvement in fighting either in groups, gangs, or as an individual on school premises or elsewhere under authority of school personnel) (E.C. 32210, 44807, 44810, 48900 (a)(1), (a)(2), 48915 (a-1)

FORGING (forging notes, signatures, excuses or other school documents) (E.C. 48900 k; P.C. 470)

GAMBLING (any betting, gaming played with cards, dice, coins, or other items of value is prohibited) (P.C. 330)

HAZING / HATE VIOLENCE (committing any act that injures, degrades, or disgraces any fellow student or person attending the institution) (E.C. 32050-32051; 48900 q; 48900.3; 233) (Ref. 610R Admin. Code and AB 1785. See definition of hate violence in KHSD Discipline Code)

KEYS (illegal possession, unauthorized use or duplication of keys to school buildings or premises) (P.C.469)

RECEIVING STOLEN PROPERTY (knowingly received stolen school property or private property) (E.C.48900 l)

SECRET CLUBS (membership on school campus prohibited) (E.C. 48900 k)

SEXUAL HARASSMENT / ASSAULT (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting)(E.C. 48900.2, 212.5, 48915 (c-4)

STEALING (stealing school property or from persons while on school property or at school sponsored events) (E.C. 19911, 35291, 44807, 48900 g; P.C. 484-485)

TARDINESS / TRUANCY (late to class; missing class(es) illegally) (E.C. 48260-48262)

VEHICLES (failure to observe posted traffic and parking regulations) (V.C. 21113, 42001)

OTHER OFFENSES (serious infractions of behavior standards, not identified above, inimical to the welfare of the school, including buildings, property, staff, students or other personnel during the school day or while in attendance at school functions) (E.C. 48212, 48900 (a)(1) to 48900 o, 48915)

VICTIMS OF VIOLENT CRIMES

Victims of violent crimes, while in or on school grounds, will have the option of an intra-district transfer. Incidents will be reviewed on a case by case basis to determine whether a student is the victim of a violent offense as provided for in the California *Penal Code*.

VIOLATIONS RELATING TO STUDENT DRESS

The District believes that appropriate dress and grooming contribute to a productive learning environment. 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 interferes with the educational process. Clothing and personal adornment styles change frequently and any “dress code” which explicitly defines acceptable school wear quickly becomes outdated. Therefore, Tulare Joint Union High School District school administrators have utilized the following general guidelines to make case by case judgments regarding appropriateness of school attire.

GUIDELINES

DISRUPTIVE CLOTHING / ADORNMENTS (Any clothing or adornment which causes reactions by other students causing the teacher to lose the attention of the students, to modify or cease instructional activities, or to deal with student confrontations or complaints.)

SLOGANS, ILLUSTRATIONS (Slogans or illustrations which promote the use and/or glorification of drugs, alcohol or tobacco are not acceptable. Profane, vulgar, racial, ethnic or sexist slogans or illustrations on articles of clothing also are not acceptable.)

REVEALING APPAREL (Any see-through apparel or attire which does not cover undergarments is not acceptable.)

DANGEROUS ATTIRE (Attire which may be used as a weapon may not be worn -- e.g.: steel-toed boots, chains, items with spikes or studs.)

"COLORS" (The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes or advocates membership in a group or gang which advocates drug use, racial or ethnic disharmony, or which advocates violence or other disruptive behavior, is prohibited.)

UNSAFE APPAREL (Any attire or adornment which creates a safety hazard for the wearer or others is prohibited. Included within this criteria is the expectation that all students will wear shoes.)

SPECIFIC CLOTHING REQUIREMENTS (Specific learning activities in shops, labs, on-the-job training in business/industry, or co-curricular activities may have additional clothing and appearance regulations.)

CLEANLINESS (All clothing should be reasonably clean.)

CONSEQUENCES OF DRESS AND GROOMING VIOLATIONS

First Violation - Home contact and the violator will be requested to change clothing, hairstyle or cosmetic.

Second Violation - Home contact and alternative to suspension or suspension if student refuses alternatives.

Third Violation - Home contact and suspension.

VIOLATIONS RELATING TO STUDENT EXPRESSION

LEWD OR LASCIVIOUS ACTS (engaging in or performing lewd or lascivious acts on school grounds or at school sponsored activities) (P.C. 314)

PROFANITY / VULGARITY (continual or habitual use of profanity or vulgarity) (C.A.C. 300; E.C. 48900 I)

VIOLATIONS RELATING TO CAMPUS DISTURBANCE

FALSE FIRE ALARMS (willfully tampers with any fire alarm equipment or deliberately sounds a false fire alarm) (E.C. 48900 k; P.C. 148.4)

LOITERING (persons on school premises unlawfully) (P.C. 653 g)

PICKETING (persons posted to affect the school) (P.C. 407, 409)

SIT-INS, WALK-ONS, ETC. (violations of rules governing lawful assemblage on school grounds or at school events; failure to disperse) (PC. 407, 409, 416, 420 j, p, 626.2, 626.4, 626.6, 626.8)

TRESPASSING / FORCED ENTRY (trespassing or forced entry with respect to school buildings or school events) (E.C. 32210, 44810; P.C. 902 p, 626.8)

UNAUTHORIZED VISITORS (persons who come into any school building or onto any school ground or adjacent areas without lawful business thereon) (E.C. 44810; P.C. 626.8, 647 b, 653 g)

VIOLATIONS RELATING TO PROHIBITED ITEMS

ALCOHOL / INHALENTS (use or possession on school campus or at school sponsored events) (B. & P.C. 25608, 25658, 25662; C.A.C. 14251; E.C. 48900 c, 48915 (a-3); P.C. 647 e)

CHEMICAL SPRAYS (possession of or use of any chemical weapon) (E.C. 48900 b; P.C. 12403.7 (4))

DRUGS / NARCOTICS (use, possession or sale of narcotics or other hallucinogenic drugs or substances or any other controlled substances on school grounds or elsewhere under the authority of school personnel) (E.C. 48900 c, 48915 (a-3), (c-3); H. & S. C. 11350, 11353, 11354, 11357, 11359, 11361, 11377, 11378, 11380; P.C. 647 e)

Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in lieu of the substance. (E.C. 48900 d; H. & S. C. 11382)

DRUG PARAPHERNALIA (possession of, offered, arranged, or negotiated to sell drug paraphernalia) (E.C. 48900 j)

ELECTRONIC SIGNALING DEVICES (use of any electronic signaling device is prohibited during the official school day, except for health reasons when prescribed by a licensed physician and approved by school administration) (E.C. 48901.5)

TOBACCO (use or possession of tobacco or any products containing tobacco or nicotine products on school grounds or elsewhere while under the authority of the school) (E.C. 48900 h; 48901)

WEAPONS OR THREAT THEREOF (possession, sale or furnishing of any firearm (gun), knife, explosive, or other dangerous object of no reasonable use to the pupil at school, or at a school activity off school grounds) (C.C. 1714.1, 1714.3; E.C. 48900 b, 48915 (a-2), (c-1), (c-2); P.C. 245. 626.9, 626.10, 653 k, 12020, 12021.2, 12301)

Possession of an imitation firearm (gun). (E.C. 48900 m)

SEARCH AND SEIZURE (personal or private property on school grounds, adjacent to the school, or while under the authority of school personnel, is subject to search and seizure by school officials) (E.C. 493331; H. & S.C. 11364.7, 11471)

LASER POINTERS OR LASER DEVICES (possession, sale or the furnishing of any device that conducts a laser beam such as a laser pointer is strictly prohibited.) (E.C. 48900B)

VIOLATIONS RELATING TO PROPERTY

BOMB THREATS (false report that a bomb or other explosive has been placed in school buildings or on school grounds) (L.C. 3367; P.C. 148.1)

DEFACING OR DAMAGING SCHOOL PROPERTY (VANDALISM) (acts which endanger life of students, employees or visitors or result in damage to school buildings, school property including electronic files and databases or possessions of students, staff members or visitors; parent or guardian is responsible for damages) (C.A.C. 305, C.C. 1714.1; E.C. 19910, 48900 f, 48904; G.C. 6201, 53069.5, 53069.6; P.C. 451, 452, 594, 594.5, 602 j)

FIRES, EXPLOSIVES OR THREAT THEREOF (fires or explosives which threaten or cause serious damage to human life or property on campus or at school sponsored events; parent or guardian is responsible for damages) (E.C. 48900 (a)(1), b, 48904, 48915 (a-2); H & S.C. 12304-12306; P.C. 451, 452)

DEFINITION OF TERMS

PROBATION: Placing a student on a trial basis because of prior conditions; must meet specified conditions for a given period of time.

TRANSFER TO ANOTHER CLASS / SCHOOL: A student may be transferred to another class in the same school. A student may be transferred to another school; this decision follows a hearing at the school, or district office.

DETENTION: Keeping a student in custody for a defined period of time in special rooms under staff supervision.

PARTICIPATION DENIAL: Preventing the student from participating in school activities.

SUSPENSION: Temporary denial of class and/or school attendance for causes of action committed on school property, school buses, at school functions, or elsewhere. Usually students are referred by teachers to the appropriate administrator for disciplinary actions if the students are unresponsive to normal classroom and/or school expectations of behavior.

EXPULSION: Action by the Board of Trustees to deny the right of school attendance with a time limit. (E.C. 48915-48918)

EXEMPTION: Action to eliminate the requirement of compulsory school attendance; not related to misconduct. (E.C. 48220, 48221, 48410)

EXCLUSION: Action by the Board of Trustees to discontinue attendance for either a definite or indefinite period of time. (E.C. 46010.5, 48211, 48212)

EXTRA-CURRICULAR ACTIVITIES

Participation and/or attendance at extra-curricular activities is considered a part of the educational program for students. Participants carry extra responsibilities as representatives of their schools. Student conduct rules also apply to extra-curricular activities. Penalties in most cases will require some loss of participation privileges. Disciplinary action procedures outlined in the adopted code will be followed by the member schools in order that each case might be evaluated individually as prescribed by the Board. A summary of the Athletic and Activity Control Code with a more detailed explanation of the rules and regulations is included in this document. A complete draft is available at your school site.

STUDENT EXPRESSION

Students have the right to exercise free expression; however, student expression, assemblage and/or publication distribution shall not materially disrupt class work, involve substantial disorder, or invade the rights of others. The Board of Trustees has adopted regulations establishing the time, place and manner for these activities as related to class schedules and physical campus arrangements in each school.

ENFORCEMENT

The certificated staff of the schools and the district shall enforce all school regulations as prescribed by law and Board regulations. The administration of each school shall enforce the Board adopted regulations to maintain proper conditions for the safety, health and physical well-being of all persons on campus and elsewhere while engaged in school-sponsored activities.

Suspension of students will be ordered by the principal after the appropriate notice and hearing have been given students. Expulsions may be ordered by the Board of Trustees when charges are substantiated after a proper hearing.

Should the student be expelled by the Board of Trustees of the Tulare Joint Union High School District, the action may be appealed by the student or parent to the County Board of Education.

The Tulare Joint Union High School District police force provides armed, POST-certified police officers at all comprehensive school sites. Also on campus are anywhere from one to two adult security team members. As such, only the Tulare Police Department and Tulare County Sheriff's Office constitute larger police agencies in Tulare County.

RIGHTS AND RESPONSIBILITIES

In our form of government the judicial system interprets the law and its applications and orders compliance with its interpretations. Judicial decisions have constantly supported the authority of the State and of school officials to prescribe and control conduct in the schools. This has been extended from control of students while on the school grounds to also maintaining order at other events, such as athletic contests. In recent years, however, the courts have recognized the student's legitimate right to a public education which is protected by the Due Process Clause of the Constitution of the United States. This right cannot be taken away for misconduct without adherence to the minimum procedures required by that clause.

The U.S. Supreme Court has made clear that students cannot collide with the rights of others without expecting a penalty. "But conduct by the student, in class or out of it, which for any reason - whether it stems from time, place, or type of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech."

The role of the parent continues to be of primary importance in the education and control of the student. Parents are encouraged to help their youngsters by stressing the importance of a sound education and by forming a cooperative partnership with the schools to help guide and influence the education of the youngsters.

REFERENCE ABBREVIATIONS

B. & P.C.	- Business and Professions Code	G.C.	- Government Code
C.A.C.	- Calif. Administrative Code, Title 5	H. & S.C.	- Health and Safety Code
C.C.	- Civil Code	L.C.	- Labor Code
E.C.	- Education Code	P.C.	- Penal Code
		V.C.	- Vehicle Code

THE COMPLETE DISCIPLINE CODE IS AVAILABLE FOR YOUR INSPECTION AT EACH SCHOOL.

The Discipline Code was adopted by the Board of Trustees of the Tulare Joint Union High School District on July 15, 2009

Hate Crime Policies and Procedures

The Tulare Joint Union High School District Administrative Code addresses hate motivated behavior in Article 600 R

613.7 Hate Motivated Behavior

613.7.1.1 Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint against the appropriate school official in accordance with district complaint procedures.

613.7.1.2 Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee and law enforcement, as appropriate. Students who engage in hate-motivated behavior shall be subject to discipline in accordance with the District's Discipline Code.

613.7.1.3 The principal or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

Tulare Joint Union High School District Intervention Procedures

Services available to students in need/crisis situations:

There are a variety of services available to students in crisis, depending on severity of need:

1. If a student threatens to harm him/herself: the counselor or psychologist will assess the situation (does the student have a plan, do they have access to weapons, etc), notify parent, and contact Tulare Youth Services Bureau Crisis Intervention Team.
2. If a student threatens to harm others: school site administration and psychologist will conduct a threat assessment per district guidelines, and involve school SRO or contact police as needed.
3. If a student has been the victim of sexual abuse: the counselor or psychologist will contact TYSB sexual abuse unit.
4. If a student is being hurt by someone in their family: contact Child Welfare Services.
5. If a student fears for his/her life: counselor/psychologist will assess the situation and determine the specifics, contact administration on-site, notify parents, and follow through with appropriate steps as necessary for the given situation. (i.e. contact police, CWS, conduct threat assessment, etc.)
6. In the event of a death/loss/tragic event on campus: every campus offers counseling sessions involving counselors and school psychologist.
7. If the case is not severe enough to warrant immediate action, or if student requires routine follow-up or additional support, the following are examples of services available on campus:
 - a. TYSB – therapists are on each campus one day per week.
 - b. Turning Point – drug/alcohol intervention program sessions are available to students.
 - c. Campus Chaplains on campus
8. Countryside High School is an option for students in our district who need ongoing mental health services. This school serves up to 40 students, and is run in conjunction with TYSB. A therapist is on campus daily, and sessions with a therapist are a required component of Countryside's program.

Hazardous Material Release Procedure

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

Administration:

- ☐ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- ☐ The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- ☐ The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander will direct staff to secure the area around the chemical spill.
- ☐ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- ☐ The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- ☐ Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Campus Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- ☐ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- ☐ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

- ☐ The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- ☐ The Incident Commander will ensure that any buses in route to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- ☐ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.

Issue an "ALL CLEAR" signal and resume normal school operations

Safety Plan
Tulare Adult School
Tulare Joint Union High School District



February 1, 2020

Comprehensive School Safety Plan
Pursuant to Education Code 32280 - 32289

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PREFACE

State law requires that schools prepare to respond to earthquakes, fires, and other emergencies. This Safety Plan meets the intent of:

- California Education Code 35295-35297
- California Government Code 8607
- California Government Code 3100
- California Code of Regulations 2400-2450
- California Administrative code, Title V, 560
- Other Federal, State, and Local Mandates

The Safety Plan includes specific courses of action to be taken in case an emergency situation develops. Each employee of this school is expected to be completely familiar with this plan in order to carry his/her responsibility in an emergency. The California State labor Code states that all public employees are “civil defense workers subject to such civilian defense activities as may be assigned them by their supervisors or by law.”

School officials must also recognize that emergencies are fluid events and the emergency procedures outlined in this plan may not fit every situation. As such, the administration and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

School officials must also recognize that in a community-wide crisis, such as a major earthquake or flood, local fire and law enforcement personnel may be overwhelmed and unable to immediately respond to the school’s request for assistance. This plan will help prepare the school to be self-sufficient for a time and provide extended care and shelter to students and staff, and to members of the immediate community if needed.

As required by the Education Code, this plan establishes an Emergency management organization using the Incident Command system (ICS). ICS is an element of the National Incident Management System (NIMS), and California Standardized Emergency Management Systems (SEMS), and provides a uniform set of processes, protocols, and procedures for all emergency responders. Use of the Incident Command System helps ensure that emergency responders at every level of government, including schools, understand their roles and can work effectively and efficiently with each other during emergencies.

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan has been developed with these objectives in mind.

Larriann Torrez, Ed.D.
Director

Board Vision

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees shall adopt a long-range vision that sets direction for the district, which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

District Vision

Our students will have the 21st Century skills and knowledge through meaningful and relevant learning opportunities to empower them to productively contribute to a global society.

District Mission

Our mission is to empower all students to graduate with college, career, and life-readiness skills.

District Priorities

Aligned with the Board Vision, the Governance Team has set the following priorities for 2018-2019:

1. Improve Student Outcomes and Performance

- Provide academic support and enrichment targeting students above grade, at grade and below grade level
- Develop pathways for CTE and Linked learning courses that lead to career certification
- Provide extra-curricular opportunities
- Expand and market Educational Opportunity programs to continue to meet the diverse needs of our students

2. Maintain Safe Schools

- Maintain safe and secure environment at all sites
- Ongoing training on safety procedure
- Provide bully free environments
- Provide social and emotional support
- Provide an environment free from distraction

3. Manage Facilities and Student Growth

- Support and maintain Facilities Master Plan Priorities:
 - New classrooms to accommodate growth
 - Space for programs currently not offered
 - Safety and Security
 - Accessibility upgrades (ADA)

- Expand and market educational opportunities programs to meet the needs of our students
- Maintain current facilities at an acceptable level

4. Maintain the Fiscal Integrity of the District and Fund the Board's Priorities

- Fiscal Support for facilities and student growth
- Continue to ensure LCFF funds support targeted students according to the LCAP
- Long-term budget planning
- Evaluate the Farm Enterprise as it supports student learning outcomes (SLO)
- Continue to monitor cafeteria fund

5. Staff TJUHSD with Qualified Personnel and Maintain a Positive Work Environment

- Continue to attract and recruit highly qualified staff
- Continue to provide professional development opportunities
- Continue to provide a conducive educational environment
- Continue to provide leadership growth opportunities

6. Continue to Strengthen Internal and External Communications Systems

- Continue to improve District and School websites
- Increase Communication with Staff and Parents
- Market our District to inform the community on educational programs and options available

District LCAP Goals

Goal #1 All students will graduate college and career ready.

Goal #2 All English Learners will improve their English Language Acquisition and achievement.

Goal #3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

Safety Plan
Tulare Adult School
Tulare Joint Union High School District



February 1, 2020

Comprehensive School Safety Plan
Pursuant to Education Code 32280 - 32289

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PREFACE

State law requires that schools prepare to respond to earthquakes, fires, and other emergencies. This Safety Plan meets the intent of:

- California Education Code 35295-35297
- California Government Code 8607
- California Government Code 3100
- California Code of Regulations 2400-2450
- California Administrative code, Title V, 560
- Other Federal, State, and Local Mandates

The Safety Plan includes specific courses of action to be taken in case an emergency situation develops. Each employee of this school is expected to be completely familiar with this plan in order to carry his/her responsibility in an emergency. The California State labor Code states that all public employees are “civil defense workers subject to such civilian defense activities as may be assigned them by their supervisors or by law.”

School officials must also recognize that emergencies are fluid events and the emergency procedures outlined in this plan may not fit every situation. As such, the administration and staff must remain flexible and be prepared to promptly adapt their actions as necessary.

School officials must also recognize that in a community-wide crisis, such as a major earthquake or flood, local fire and law enforcement personnel may be overwhelmed and unable to immediately respond to the school’s request for assistance. This plan will help prepare the school to be self-sufficient for a time and provide extended care and shelter to students and staff, and to members of the immediate community if needed.

As required by the Education Code, this plan establishes an Emergency management organization using the Incident Command system (ICS). ICS is an element of the National Incident Management System (NIMS), and California Standardized Emergency Management Systems (SEMS), and provides a uniform set of processes, protocols, and procedures for all emergency responders. Use of the Incident Command System helps ensure that emergency responders at every level of government, including schools, understand their roles and can work effectively and efficiently with each other during emergencies.

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan has been developed with these objectives in mind.

Larriann Torrez, Ed.D.
Director

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Mission Statement

Tulare Adult School is committed to prepare adults with 21st Century Learning Skills and empower them to become productive citizens ready for college or career.



Student Learning Outcomes

Tulare Adult School students will be prepared to be:

- Effective Communicators
- Effective Independent Thinkers
- Successful Employees
- Active Civic/Community Participants

Assessment of the Current Status of School Crime

Insert your sites N.C.L.B. Uniform Management Information Report System Report (UMIRS) here.

Data Source	Comments	Analysis
School Crime	(0) Theft in 2018-2019 School Year	0 reported thefts took place at TAS.
Suspensions	(0) Suspensions from current students in 2018-2019 School Year.	No students were suspended at Tulare Adult School. Students at Tulare Adult School are dropped as opposed to being suspended.
Expulsions	(0) Students were taken up for expulsion in 2018-2019	No expulsions.
Referrals	(0) Various dispositions in 2018-2019	(0) Defiance dispositions. (0) Profanity disposition. (0) Disruptive behavior dispositions. (0) Tardy dispositions. (0) Truancy dispositions. (0) Non Dress dispositions. (0) Cheating dispositions. (0) Electronic device violations (0) Dress code violations
Surveys (Student Survey) List:	Spring 2017	Data was taken from the last survey of the 2017-2018 school year and is included in TAS's ongoing WASC self-study report.
Admin PLC	Admin team meets every Monday morning to discuss campus safety.	The Admin PLC meets weekly. Campus safety/supervision is the first item on the agenda every week. TAS Security Guard meets with the admin team and an ongoing discussion/evaluation of events occurs.
Teacher Observations	Teachers were informed to report any issues regarding safety throughout the school year	Beginning in-service for teachers to report behavior issues to parents, counselors, and administrative staff. Additionally, teachers have participated in fire drills, earthquake drills, and lock-down drills. Teachers have also been trained on threat assessment.

Safety Plan Revisions

Tulare Adult School plans and revisions will be documented in 2019-2020 school year.

Date Revised	Person Responsible	Date of Public Meeting	Board Adopted Y/N	Comments
11/22/2019	Larriann Torrez			School Site Advisory, campus supervision team, teachers, and Admin PLC are all stakeholders in the input of this plan.

Note: Plans must be adopted by March 1st of every year pursuant to Education Code 32286

School Safety Planning Checklist School Year 2019-2020

Tulare Adult School plans and revisions will be documented in 2019-2020 school year.

Item	Compliance Y/N	Comments
School Site Council or School Safety Team Developed	Y	Updated August 2019 to reflect annual staff changes
Assessment of School Crime Conducted	Y	Staff Surveys
Other Assessments Conducted*	N	N/A
Analysis of Data Conducted	Y	Spring 2019
School Site Council or Team Identified Priorities Listed Based on Assessment	Y	Fall 2019
Appropriate Protocols Have Been Identified for Compliance With EC 32282 (2) A-J	Y	Fall 2019
An Action Plan Has Been Developed	Y	Spring 2020
Law Enforcement Approval of Plan	Y	Submitted Fall 2019
Notification of Meeting on Plan Sent to Appropriate Individuals EC 32288 (b) (2) (A-F)*	Y	Spring 2020 to CSEA, CTA, School Site Council, ASB, City of Tulare Police and Fire Departments
Public Meeting Held on the Safety Plan	Y	Date Conducted: Spring 2020
Annual Evaluation of Safety Plan Conducted	Y	Date Conducted: Fall 2019
Key Findings of Evaluation Presented to Council or Safety Team	Y	Approved by Board Spring 2020
Annual Plan Review and Revisions by March 1 st of each year	Y	Spring 2020

* See Page Seven for Full List

School Safety Team

Name	Contact	Role
Principal or Designee	Larriann Torrez	Director
Classified Employee(s)	James Marquez	Tulare Adult School Custodian
Certificated Employee(s)	Rosa Vargas	Counselor
Parent (s)		
Other Members		
Security Officer	Alexander Meza	AAA Security

Note: Develop this team only if the school site council will not be developing the safety plan.

Meeting Dates

Tulare Adult School will make annual reviews of this plan and revisions will be documented.

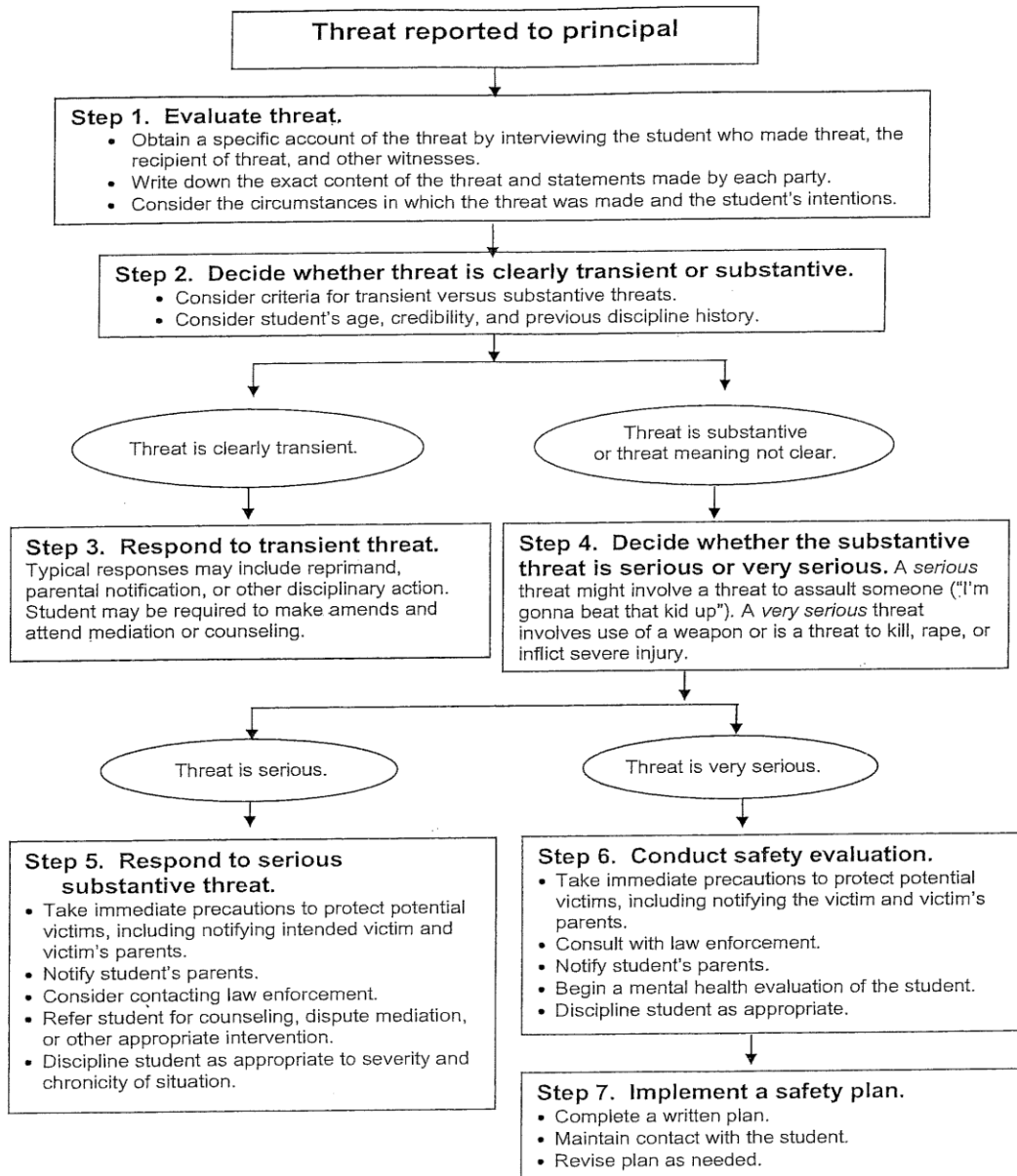
Month	Day	Time	Location	Comments/Needs
July				
August	8/5/19	8:00 a.m.	Room 201	Safety updates, review safety issues/ and data, set safety goals for the school year.
August	8/5/19	9:00 a.m.	Room 201	Staff meeting, review Disaster/Crisis Response Procedures and Threat Assessment.
September	9/27/19	8:00 a.m.	Room 201	Safety Updates on day-to-day operations.
October	10/25/19	9:00 a.m.	Room 201	Safety Updates on day-to-day operations.
November	11/22/19	8:00 a.m.	Room 201	Safety Updates on day-to-day operation.
December	12/20/19	8:00 a.m.	Room 201	Safety Updates on day-to-day operations.
January	1/31/20	8:00 a.m.	Room 201	Safety Updates on day-to-day operations.
February	2/28/20	8:00 a.m.	Room 201	Safety Updates on day-to-day operations.
March	3/27/20	8:00 a.m.	Room 201	Safety Updates on day-to-day operations .
April	4/24/20	8:00 a.m.	Room 201	Safety Updates on day-to-day operations
May	5/29/20	8:00 a.m.	Room 201	Safety Updates on day-to-day operations, Graduation procedures and events.
June	6/5/20	8:00 a.m.	Room 201	Review school year, begin data analysis of crime and suspension data, discuss changes for upcoming school year.

Note: Agendas, Minutes or Meeting Notes should be placed in Appendix for documentation

Capacity Assessment

Current Efforts	Target Group	Funding Source
Implementation of Bullying training and awareness. School wide plan beginning 2009-2010 school year.	All adult school students at TAS.	District Safety funds
Sprigeo –Internet based “Anti Bullying” reporting website	Students are able to report bullying at any time with computer access.	LCAP
Virginia School Model on “Threat Assessment” procedures	Administration, counseling and faculty reviewed (trained) procedures of identifying and assessing the significance of any reported threat.	N/A
CPI (Crisis Prevention Intervention) Training	Campus supervision teams in including admin, counselors, locker room attendants and campus supervisors	LCAP
ALICE Active Shooter Training by District Administration	All TAS Staff	LCAP
Youth Mental Health First Aid Training	TAS Administration and Faculty	N/A

Threat Assessment Procedures



Definition: What is Threat?

A threat is an expression of intent to harm someone

Threats may be verbal, written, artistic or gestured

Threats may be direct or indirect, and needs to be communicated to the intended victim or victims.

(I'm going to get him.)

Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise.

("I forgot my knife was in my backpack.")

When in doubt, assume it is a threat.

Types of Threats

Transient vs. Substantive

Transient:

Often are rhetorical remarks, not genuine expressions of intent to harm

- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

Substantive:

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

- a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department:

or
- b. The Jurisdictional Law Enforcement Agency
County Sheriff’s Department
Police Department (non-emergency)
Emergency Number 911

Some District law enforcement may not meet the notification requirements prescribed by law to receive reports of child abuse. However, all law enforcement officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available on site through the dean of student’s office or the assistant principal’s office.

School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be

interviewed in private or may select an adult staff member to be present “to lend support”.

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present?
The staff member should leave the room.
2. The child asks for either the mother or father to be present?
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview?
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

What can the selected staff member do:

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member’s role is one of a “comforter” during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

California Penal Code 11174.3

“School Interview Law”

11174.3. (a) Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, 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, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** 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**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** **Within 36 hours** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

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

Disaster Procedures

- All communication is made with simple verbal directions (intercom, loud speaker, etc.) and not dependent on bells and electronic signals with exception of the standard fire alarm.
 - Emergency telephone numbers are posted in the office.
 - First-aid kits are easily accessible and staff is knowledgeable on first-aid procedures.
 - Instructions for emergency care, medications, and the treatment of illnesses are accessible to all staff.
 - Evacuation procedures and routes are posted in compliance with county regulations.
- Under State law (California Emergency Services Act) all public schools are subject to use as evacuation centers or shelters or for other emergency purposes during a disaster.

INCIDENT COMMANDER – The Principal, and/or Principal's Designee

- Commence operations from the center, and
- Take overall responsibility for the operations of the center and its functions.
- Consult Job descriptions for positions below.
- Set up the Command Center and collectively choose:
 - Incident Commander-Principal
 - Logistics and Planning Chief-Campus Officer
 - Operations Director-Campus Officer
 - Search and Rescue Team-Campus Supervision Team
 - Facility Check/Safety & Security-Campus Officer
 - Planning/Intelligence-Campus Officer
 - Medical Director-School Nurse
 - Documentation Staff

OPERATIONS/SEARCH AND RESCUE TEAM

- Collectively choose a Search and Rescue Team Director-Maintenance Director
- Secures as much information on how many, and in what locations missing students, personnel and volunteers are located,
- Visually inspect structures for structural damage before deciding to reenter the structure (if in doubt, ask for help from the Command Center),
- If it is deemed safe to reenter structures, commences rescue operations within

STUDENT CARE AND RELEASE-Classroom Teachers and Specialists

- Instruct students to assemble in a safe place at the assembly area,
- Assume Student Care and Student Release responsibilities
- Take roll using the Student Accounting Form
- Use the Student Release Form for students who leave with parents or authorized adults listed on emergency release forms.
- Maintain a calm, supervised assembly with students
- Keep students informed as appropriate

Disaster Chain of Command

Each staff member is given a Disaster and Crisis Response Procedures reference handbook at the beginning of every school year.

1. Disaster Center – **Counseling Center**
2. All informational releases will come from the Career Center and with prior approval from the Principal.
3. Communication will be through the attendance office command radio.
4. Maintenance and AP's will be responsible for securing shut off valves and cutting mains as needed.
5. Chain of Command Director Dr. Larriann Torrez
 Counselor Mrs. Rosa Elena Vargas

Through the Command Center the District, Police and Fire Departments will be notified of the situation and appropriate steps put in place.

6. Counselors are available for crisis intervention. There is a plan for suicide, death (staff or student) and all other emergencies included in the District Emergency Preparedness Plan.
7. In the event of a bomb threat, radio and phone communication will cease and the computer will be the only means of communication. Have all students and staff turn off their cell phones and other remote devices.
8. We have installed an emergency number on our phone system that will allow someone with an emergency to dial **5555** rather than to try all the numbers you have. The call will go directly to the AP secretary. If it is not answered on the second ring it will then automatically start ringing on 10 other phones until someone answers the call. **If you have to use this feature, do so only in an emergency.**

Crisis Response Procedures

In the event that a situation develops on the campus that threatens the life and/or safety of students and staff, the following procedures should be followed:

1. The person observing the crises situation will immediately contact the main office and request to speak with the Director or Counselor. The person should be prepared to describe the situation in detail, including:
 - a. A description of the problem
 - b. The location of the problem
 - c. Their location (room#)
2. Once the Director is briefed, they in turn will contact the Police and/or campus Security and together they may all respond and investigate the situation. They will determine if the situation is in fact a threat to safety.
3. The Director will be advised of the situation and the appropriate measures will be taken. If a lockdown is necessary, an announcement will be made. Remember to keep all students in the room with the door locked. The Tulare Police Department will, at this time, be advised along with the District Office.
 - a. All students are to be inside a building or classroom
 - b. Everyone is to get down on the floor, away from windows
 - c. The teacher will attempt to keep everyone calm
 - d. Classroom doors are to be locked
 - e. Students and staff are to remain in the classroom on the floor until the all clear bell rings or the fire drill bell rings to evacuate the school
4. To avoid communication gridlock, **DO NOT USE YOUR CLASSROOM TELEPHONES.** All communication will be through the computer only. Make sure that all cell phones, portable phones and wireless computers (laptops) are turned off. At no time should you use your hand held radio. You will be notified when it is safe to use the above communication.
5. If the emergency situation occurs during a time when student and staff are out of class (before school, break, or lunch) everyone will immediately go to their next class.
6. When the tactical officer arrives for the Police Department he/she will take charge. We will follow their directions and instruction.
7. The Counseling office will serve as command center. All information to be released will be done through the Director, or designee, at the command center.
8. If evacuation is necessary, students are to go home by their normal means.

Warning Bell System

Lockdown: If there was an intruder on campus or some similar situation that would put students in harm:

1. The Director or Counselor will announce a lockdown.
2. All students stay in classrooms. The teacher will lock the door. Remain in class until the all clear bell rings.
3. During lunch or at breaks, proceed to the nearest, safest, open building. Remain there until further instructions.

Disaster: Drop and Cover situations like earthquake, tornado, severe storm, etc:

1. Drop and Cover.
2. Remain in this position until the fire bell rings then exit your classroom. Teachers will escort students out of the room.
3. Students will await the all-clear bell or may be sent home by their normal mode of transportation. The decision to send students home is made by the district office and is directly related to the severity of the emergency.

Fire Drill:

1. When the announcement is made, all students are to evacuate the building.
2. Proceed to the safe area as directed by your teacher.
3. Remain in the safe area with your teacher until the all-clear is announced.
4. Return to class when your teacher gives the go-ahead to do so.

Lunch Time or Break Time Fire Drill:

1. If you hear a fire alarm during break or lunch time, move away from the buildings and wait for further instructions.
2. Follow instructions from staff for your safety.
3. Do not go to lockers or into any buildings.

Crisis Response Initial Actions and Intercom Codes

Duck and Cover

- If inside, duck under furniture and cover head with arms and hands.
- If outside, drop to the ground place head between knees, and cover head with arms and hands.
- Move to a sheltered place when possible, but avoid areas where falling objects may harm you.

Lock Down

- If outside, proceed to the nearest building.
- If inside, lock doors and close shades if possible, and implement duck and cover unless otherwise directed.
- Remain in a secured room pending further instructions from site officials or police.

Shelter In Place

- If inside, remain until further instructions are given
- If outside, proceed to nearest building and await further instructions
- If directed, shut down air or heating system and close doors and windows to protect them from outside air

Fire Alarm Evacuate Building

- Immediately evacuate the building using designated routes and go to assembly area.
- Remain in assembly area until "All Clear" or further instructions are given.
- Carry roster and take attendance once everyone is in a safe location.



Alert
Lockdown
Inform
Counter
Evacuate

Quickly determine the most reasonable way to protect your own life. Remember that students will follow the lead of staff members during an active shooter situation.

*****There is no order to ALICE—use your best option to SURVIVE!*****

ALERT

- Call 911, if possible, to alert police to the intruder/active shooter's location

LOCKDOWN

- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- Prevent individuals from entering an area where the active shooter may be
- Lock the door
- Blockade the door with heavy furniture
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- If evacuation and hiding out are not possible, prepare to counter

INFORM

- Dial 911 and if you cannot speak, leave the line open and allow the dispatcher to listen
- Follow the instructions of any police officers

COUNTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the OODA loop of an active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Swarm the intruder, grabbing limbs and pushing head down to take down the intruder
- Immobilize the shooter until police arrive
- Take away any weapons and place in a secure area

EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Keep your hands visible at all times (especially when law enforcement arrives)

Tulare Joint Union High School District Violent Intruder Initial Actions

A

ALERT

Initial Alert may be a gunshot, PA announcement, etc.

L

LOCKDOWN

If evacuation is not a safe option, barricade entry points.
Prepare to Evacuate or Counter if needed.

i

INFORM

Communicate real time information on intruder location.
Use clear and direct language using any communication
means possible.

C

COUNTER

As a last resort, distract the intruder's ability to shoot
accurately. Move toward exits while making noise,
throwing objects or adults swarm intruder.

E

EVACUATE

Run from danger when safe to do so using non-
traditional exits if necessary. Rallying point should be
predetermined.

EARTHQUAKE PROCEDURE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover”.

School Commander (Principal or designee):

- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to dismiss school due to power loss, building damage or other factors.
- ☐ Consider need to evacuate staff and students to off-campus evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

EARTHQUAKE PROCEDURES:

During the Earthquake:

At the first indication of an earthquake, all employees working with students are to give the command to,

- Drop, Cover, and Hold
- Hold the position with students until the shaking stops.

After the Earthquake:

Once the shaking has stopped, the teacher will:

- Assess the situation and remain calm.
- If there are any injured people, contact a buddy teacher (or office/administrative personnel if buddy teachers is unavailable) to decide who will stay with the injured, and who will facilitate the safe evacuation of students.
- An adult must stay with the injured until the search and rescue team can provide assistance in evacuating the injured.
- Assess the evacuation route and evacuate students outside to the FIRE DRILL ASSEMBLY AREA, and away from trees, power lines, etc. Remember to take the roll book, from the rooms.
- Take roll and use the Student Accounting Form to report any missing students to the principal or employee in charge.
- Administrative personnel/designee will notify if/when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

FIRE DRILL PROCEDURES

- The alarm will sound.
- If no alarm sounds but you see or smell smoke, flames or a suspicious order, PULL THE NEAREST FIRE ALARM or report your suspicion to the office and evacuate your room.
- EVACUATE: Upon hearing the alarm, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.
- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room, but do not lock the classroom.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report to the assigned security person, Principal, or employee in charge.
- Follow all directions given by police, fire or any other emergency personnel on scene. In the event of a false alarm, administrative personnel/designee will notify when it is safe to reenter the buildings and resume school business.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

FIRE DRILL REPORTING

1. Emergency Routes posted by the door in every classroom. Teachers are trained on where they are to report by color codes on the campus map. During a fire drill, teachers are to follow the Fire Drill procedures and report to the designated area.

Location: Tulare County Maple Learning Center Parking Lot

Sue Acob
Roxanne Bernard
Donna Beutler
Valerie Craig
Maribel Delgado
Lesly Pineda
Christine Spencer
Jerome Roullard
Karyn Ruiz
Larriann Torrez
Rosa Elena Vargas
Pam Wildebaur

Location: Across "B" Street

Livier Aguilar
Elizabeth Loza-Best
Frank Kline
Lorena Maldonado
Virginia Vasquez

Location: Tulare Adult School Back Parking Lot

Dorothy Carrasco
Jill Castillo
Rosalyn Conwell
Brian Kelley
Jonathan Kurts

FIRE/EXPLOSION/BUILDING COLLAPSE

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.**

Administration (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide exact location of fire, explosion or collapse.
 - ✓ Describe current situation, including damage and estimated number of injured.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Ensure fire alarm has been sounded**
 - ✓ If needed, announce changes in evacuation routes due to incident location.
- ☐ **Establish a school Incident Command Post**
- ☐ **Assess situation and begin activating needed ICS functions, for example:**
 - ✓ First-Aid, Accountability, Utility and Security Groups
 - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- ☐ **Meet arriving fire and police personnel**
 - ✓ Be certain to take school Crisis Response Box.
 - ✓ Identify the location of fire, smoke, explosion or gas smell.
 - ✓ Advise locations of injured or trapped persons.
 - ✓ Provide last known location of any missing persons.
- ☐ **Establish Unified Command with emergency response officials.**
- ☐ **Determine if it is necessary to:**
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is safe to re-enter the buildings.**

Teachers/Staff

- ☐ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- ☐ **Implement Evacuation procedures**
 - ✓ Use a secondary route if the primary route is blocked or hazardous
 - ✓ Close, but do not lock, doors when leaving
- ☐ **Inform the school office/school Incident Commander of the emergency**
- ☐ **Following evacuation:**
 - ✓ Account for all students and check for injuries
 - ✓ Immediately report any missing, extra or injured students
- ☐ **Wait for additional instructions**

BOMB THREAT PROCEDURES

If you should receive a call with a bomb threat or any kind of threat, please familiarize yourself with the following procedures:

1. Note the time of the call.
2. Was the caller male or female, try to detect an age of the caller.
3. What details did they give you about the bomb:
 - a. Location
 - b. Time it's supposed to happen
 - c. Where are they calling from
 - d. Is the caller serious or joking
4. Note any kind of background noise.
5. Ask them how they know about the bomb.
6. As soon as the call is complete, please notify an administrator.
7. If you are unable to reach an administrator by telephone, please dial **5555**. This emergency number will go to the AP secretary. If the phone is not answered by the second ring, it will then automatically start ringing on 10 other phones until someone answers the call.
8. The administration, along with the school's Police Officer and/or Probation Officer will determine the validity of the threat and the necessary decisions to protect the safety of students and staff.

BOMB THREAT PROCEDURE

(Response Procedure on Page 3 may also be applied to “Suspicious Objects”)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- **Introduction**
- **Assessing A Bomb Threat**
- **Call Taker Instructions/Telephone Bomb Threat Report**
- **Response Procedures**
- **Bomb Search Procedures**

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "***Telephone Bomb Threat Report***" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
- ☐ **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.

If threat is deemed credible:

 - ✓ Establish a command post at least 400 feet from campus buildings.
 - ✓ Ensure that it is away from automobiles, refuse containers or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- ☐ **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

- ☐ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.
- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ☐ Report suspicious objects to the school Incident Commander as soon as possible.
- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ☐ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ☐ If you relocate, report your new location and reason for move as soon as possible.
- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ **Follow normal Shelter-In-Place procedures.**
- ☐ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ☐ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ☐ **Take all other steps outlined in the section “IF EVACUATING” above.**

BOMB SEARCH PROCEDURE

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?**
- 2. Is there anything out of place?**
- 3. Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- ☐ **TEACHERS:** Classrooms.
- ☐ **PHYSICAL EDUCATION TEACHERS:** Gym, locker rooms, and related halls.
- ☐ **LIBRARIANS:** Library, storage rooms, and any associated areas.
- ☐ **CAFETERIA PERSONNEL:** Kitchen, cafeteria, and storage areas.
- ☐ **CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.
- ☐ **BUS DRIVERS:** Buses and any bus related facilities on campus.
- ☐ **ADMINISTRATIVE PERSONNEL:** Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.

- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:*

1. Remain calm and politely advise the caller:

“I am a student. Please hold while I get an adult to talk to you.”
2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back

TELEPHONE BOMB THREAT REPORT FORM

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.
Try to get the attention of another staff member to listen-in on the call with you.

Today's Date _____/_____/_____		*SEE NOTE AT BOTTOM OF FORM.	
Call Information - (Can be completed after call)			
Date of call:	Time of call: ☐ AM ☐ PM	Duration of call:	Phone number called: ()
Name of person receiving the call:		Phone number to call for follow up: ()	
Questions for caller: Try to ask these questions IN ORDER (1-9) and document key points of responses.			
1. When will the bomb explode?	4. What does the bomb look like?	7. Why did you place the bomb?	
2. Exactly where is the bomb located?	5. What will cause the bomb to explode?	8. What is your name and phone number?	
3. What kind of bomb is it?	6. Did you place the bomb?	9. Where are you now?	
Document exact wording of threat: 			
Description of caller: (Listen closely to help identify.)			
If caller's number appears on your phone, write it here:	Gender of caller: ☐ Male ☐ Female ☐ Unknown	Approximate age of caller:	If voice sounds familiar, who does it sound like?
Other clues: (Listen closely and check all that apply.)			
Voice	Speech	Language	Behavior
Background Noise			

☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport	☐ Quiet
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals	☐ Restaurant
☐ Hoarse	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby	☐ Static
☐ Loud	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds	☐ Street Noise
☐ Muffled	☐ Hesitant	☐ Irrational	☐ Clearing Throat	☐ General Noise	☐ Talking
☐ Nasal	☐ Lisp	☐ Rational	☐ Crying	☐ Guns Firing	☐ Tavern/Bar
☐ Pitch-High	☐ Slow	☐ Slang	☐ Fearful	☐ Gymnasium	☐ Television
☐ Pitch-Med	☐ Slurred	☐ Taped/Recorded	☐ Intoxicated	☐ Machinery	☐ Traffic
☐ Pitch-Low	☐ Stuttered	☐ Uneducated	☐ Laughing	☐ Motor	☐ Train
☐ Pleasant	☐ Other:	☐ Unintelligible	☐ Nervous	☐ Music	☐ Typing
☐ Raspy	☐ If Accented, Describe:	☐ If Foreign, Describe:	☐ Self-Righteous	☐ Party	☐ Water/Wind
☐ Smooth			☐ Other	☐ PA System	☐ Other
☐ Soft					
☐ Squeaky					
☐ Unclear					
☐ Other					

*If the CALL TAKER is a student, the student should:

1. Remain calm and politely advise the caller:

"I am a student. Please wait a moment while I get an adult to talk to you."

2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.

3. If no adult is near, lay the phone down and quickly go find one to take the call.

4. DO NOT HANG UP or ask the person to call back!

Crisis Procedures: Rolling Blackouts

If a rolling blackout is called that affects our campus, our primary concern will be for student and staff safety. If a blackout is called it will probably be for a short duration, approximately one hour. If we are affected by a power outage, please follow these guidelines:

1. Keep your students in your class under your supervision in a calm environment.
Please do not send your students out of your classroom. If you have a student who has unique health needs that may be impacted by the power outage, please send that student, along with another student to walk with them, to the nurse's office.
2. Open your classroom door and utilize as much natural light as possible.
3. Please keep your students in your class with you until directed to release them. We will use **AIR HORNS** for bells if they are not working.
4. School probably will not be dismissed because of a blackout. By the time the buses got here to take students home, the power interruption would probably be over and there would not be enough time to notify parents that we were sending their student home.
5. Food Services have contingency plans for serving meals in the event of a blackout.

Hopefully, if a rolling blackout occurs, it will be called after school hours. However, if it is called during class time; please keep your students in your classroom under your direct supervision. This is the safest environment for them during a power outage. A power outage, obviously, can be very disruptive and will require that we adjust while continuing to maintain appropriate supervision of our students.

EVACUATION/SCHOOL CLOSURE:

A school closure or evacuation may be required for a number of reasons including a power outage, severe weather including heavy rain or snow, a chemical spill on Black Road, an extensive gas leak, a bomb threat, a wild fire in the surrounding chaparral or forests, or notification by emergency personnel that an evacuation is required or in the best interest of the students.

EVACUATION: Upon hearing the FIRE ALARM, teachers are to evacuate their rooms in a safe and orderly manner according to the practiced drill procedures.

- Teachers will take her/his roll book, visually inspect the room for stragglers, and be the last one out the door.
- Do not touch the light switch, if on, leave on, if off, leave off.
- Close all doors to the room.
- Leave the room and guide your students to their designated assembly area.
- Take roll and report any missing students to the principal or employee in charge.
- Command Center will be set up if situation warrants – Procedures will be followed per Incident Commander's direction.
- Follow all directions given by police, fire or any other emergency personnel on scene.
- Teachers should assess their students for signs of emotional upset or shock and notify the Incident Commander or administrative personnel/designee of any students needing attention and/or support.
- If parents wish to take their child during the emergency, make sure they sign out through the teacher in charge. Standard release procedures should be followed in that no child will be released to anyone not on the child's emergency card.
- Every student released will be recorded on the Student Release Form.

SCHOOL CLOSURE PROCEDURES:

- Office personnel will establish a phone tree within the office, and call for student pick up by a person on the authorized list of each student's enrollment form.
 - Office personnel will call the public media to announce closure. IT MAY BE NECESSARY TO USE CELL PHONES DUE TO POWER OUTAGE.
 - Office personnel will release students to parents who come to pick up their children using the every-day SIGN-OUT procedures.
 - Teachers will stay with their students until all students have been picked up or appropriate arrangements have been made by the administration for students not picked up.
 - If necessary, an assembly area will be set up for students remaining at the school.
- If necessary, the student sign-out area will be moved from the school office and located as close to the assembly area as is practical. In this case, every student released will be recorded on the Student Release Form.

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency (as appropriate and agreed upon at the students previous IEP).
4. The Site Safety Specialist (or administrative designee) is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

This assignment will be continuous throughout the year due to student movement

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell person where you are going, obstacles you encounter.
- ☐ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ☐ Turn lights on/off to gain person's attention -OR-
- ☐ Indicate directions with gestures -OR-
- ☐ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ☐ Evacuate these individuals as injured persons.
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Use a sturdy chair (or one with wheels) to move person -OR-
- ☐ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options. (utilization of Evac chairs is recommended as appropriate in these instances)
- ☐ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY TELEPHONE NUMBERS

These emergency telephone number should be kept in a location that is immediately accessible in case of an emergency. This information will be updated annually and be provided to key individuals.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	559-688-2021
Fire Department	Admin: 559-684-4360 or 559-684-4361 East: 559-684-4360 North: 559-684-4363 West: 559-685-4362
Local Police Department	559-686-3454
Sheriff Department	559-733-6211
Tulare Regional Hospital	559-688-0821
Kaweah Delta Hospital	559-624-2000
California Highway Patrol	559-734-6767
English Radio Station 580 KMJ Radio	559-490-5858 or 1-800-776-5858
Spanish Radio Station	559-622-8703
SCE	1-800-655-4555
Southern California Edison	1-800-655-4555
Water	559-684-4324
Gas Company	1-800-427-2000
American Red Cross	559-732-6436

DISTRICT MANAGEMENT TEAM EMERGENCY CONTACTS

First	Last	Site	Title	Cell Phone #	Alternate #
Tony	Rodriguez	DO	Superintendent	559 901-9458	559 686-1580
Dr. Lucy	Van Scyoc	DO	Asst Superintendent, Curriculum	559 679-7192	559 688-4663
Barbara	Orisio	DO	Asst Superintendent, HR	559 303-8408	
Tammy	Aldaco	DO	Asst Superintendent, Student Services	559 679-0377	
Vivian	Hamilton	DO	Director of Business Services	559 901-5427	559 366-7011
Daniel	Pierotte	DO	Director of Facilities	559-754-6146	
Donny	Trimm	DO	Director of Technology	559 280-5584	559 688-3929
Bobby	Richardson	DO	Director of Transportation	559 759-4492	
Janet	Stephens	DO	Director of Food Services	559 631-3185	
Jason	Edwards	DO	Director of Special Education	559 303-0716	
Carrie	Nelson	DO	Nurse	559 331-2455	
Lupe	Aguilera	DO	Child Welfare & Attendance	559 827-1278	
Denise	Douglas	DO	Coordinator of Ed Technology	559 302-8222	
Courtney	Hendrickson	DO	AVID Coordinator	559 280-7932	
David	McAllister	DO	Technology Curriculum Specialist	559 631-0351	
Michelle	Nunley	TU	Principal	559 799-6994	559 685-1010
Roger	Robles	TU	Assistant Principal	559-731-6742	559-972-2799
Shanelle	Herrera	TU	Dean of Students	559-280-8939	
Chandalin	Champlin	TU	Dean of Students	559 816-5691	
Terry	Langlie	TU	Head Counselor	559 331-5331	559 686-2339
India	Leal	TU	Counselor	559 624-0790	559 909-4636
Jose	Marquez	TU	Counselor	559 445-0886	
Michelle	Potts	TU	Counselor	559 731-5812	559 735-0227
Miguel	Torres	TU	Counselor	559 901-9712	559 627-0208
Liliana	Avila	TU	Counselor	559 471-6816	
Diana	Hatton	TU	Athletic Director	559 679-9286	
Lolly	Garcia	TU	Psychologist	559 960-7339	
Kevin	Covert	TW	Principal	559 967-4159	559 687-1430
Sara	Morton	TW	Assistant Principal	559 786-0346	
Leandra	Garcia	TW	Assistant Principal/Counseling	559 679-3088	
Rudy	Carrasco	TW	Dean of Students	559 694-1306	559 564-3324
Angela	Martinho	TW	Dean of Students	559 303-1165	
Arturo	Magallanes	TW	Counselor	559 300-9940	
Cecilia	Moraza	TW	Counselor	559 303-7341	
Katherine	Nunes	TW	Counselor	559 329-5116	559 303-4286
Lizabeth	Prado	TW	Counselor	559 625-5733	

Ana	Rivera	TW	Counselor	559-625-5733	
Michelle	Gill	TW	Counselor	559-730-8806	
Michael	Powell	TW	Athletic Director	559 901-6054	
Stephanie	Gutierrez	TW	Psychologist	559 905-9582	
Michele	Borges	MO	Principal	559 303-0968	
Stephanie	Dietz	MO	Assistant Principal	559-572-6373	
Rachel	Chapman	MO	Assistant Principal/Counseling	559-250-4166	
Luis	Cobarruvias	MO	Dean of Students	559 553-3976	
		MO	Dean of Students		
Erika	Holguin	MO	Counselor	661 638-2507	
Jennifer	Padilla	MO	Counselor	661 778-8362	
Alejandra	Sanchez	MO	Counselor	559 827-8018	
Bertha	Tello	MO	Counselor	559 917-1681	559 313-3878
David	Terrel	MO	Athletic Director	559 331-0026	
Gretchen	VanderTuig	MO	Psychologist	559 331-1890	
Steve	Ramirez	TP/CHS	Principal	559 936-4245	559 635-4668
Richard	Torrez	TP/CHS	Assistant Principal	559 905-8933	
Susan	Meadows	TP/CHS/SV	Psychologist	559 999-0527	559 981-2563
Liz	Rocha	TP/CHS	Counselor	559 679-3355	559 991-6043
Dereck	Domingues	SVCHS	Principal	559 269-9383	
Veronica	Covert	SVCHS	Counselor	559 967-4160	
Larriann	Torrez	TAS	Director	559 920-0664	
Rosa	Vargas	TAS	Counselor	559 445-1691	
Sylvia	Silva	TAS	Director of Vocational Nurse Ed	559 731-4882	
Wendi	Powell	ACHS	Principal	559 901-5622	
Sara	Zakarian	ACHS	Dean of Students	310 279-8713	
Abel	Loza	ACHS	Counselor	559 361-3790	
Roxanne	Bernard	ACHS/TAS	Psychologist	559 496-9991	
Daniel	Dutto	Farm	Director of Ag Education/Farm	559 331-7091	

Feeder School Emergency Contact List 2019-2020

<u>Feeder School:</u>	<u>Name:</u>	<u>Title:</u>	<u>Phone:</u>	<u>Email Address:</u>
Buena Vista School District	Carole Mederos	Superintendent/Principal	686-2015	cmederos@buenavista eagles.org
Liberty School District	Keri Montoya	Superintendent/Principal	686-1675	kmontoya@liberty.k12.ca.us
Liberty School District	Jason Vander Tuig	Vice-Principal	686-1675	jvander tuig@liberty.k12.ca.us
Oak Valley Union School District	Heather Pilgrim	Superintendent	688-2908	h.pilgrim@oakvalleyschool.org
Palo Verde Union School District	Philip Anderson	Principal/Superintendent	688-0648	phil@palo-verde.k12.ca.us
Pixley Union School District	Montgomery Dunbar	Superintendent	757-5207	mdunbar@pixley.k12.ca.us
Pixley Union School District	Erika Cortez	Principal/Pixley Middle	757-3018	ecortez@pixley.k12.ca.us
St. Aloysius	Holly Zamora	Principal	686-6250	h zamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	688-7451	terri.rufert@sundale.org
Sundale Union School District	Cindy Gist	Principal	688-7451	cindy.gist@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	752-4213	sbettencourt@tipton.k12.ca.us
Tulare City School District	Brian Hollingshed	Superintendent	685-7212	egist@tcsdk.k12.ca.us
Tulare City School District	Paula Adair	Director of Student Services	685-7221	p adair@tcsdk8.org
Tulare City School District		Director of Curriculum	685-7210	
Tulare City School District	Joyce Nunes	Director, Business/Spec Ed	685-7206	jnunes@tcsdk8.org
Tulare City School District	Philip Pierschbacher	Asst Supt, Personnel	685-7227	ppierschbacher@tcsdk8.org
Tulare City School District	Debbie Portillo	Principal/Cherry Ave	685-7320	dportillo@tcsdk8.org
Tulare City School District	Michelle McPhetridge	Principal/Live Oak	685-7310	mmcphetridge@tcsdk8.org
Tulare City School District	Mark Thompson	Principal/Los Tules	687-3156	mthompson@tcsdk8.org
Tulare City School District	Tracey Jenkins	Principal/Mulcahy	685-7250	tjenkins@tcsdk8.org
Tulare City School District	Terri Martindale	Principal/Alpine Vista	687-3135	tmartindale@tcsdk8.org
Waukena Jt. Union School District	Terri Lancaster	Superintendent	686-3328	terril@waukena.k12.ca.us
Tulare Joint Union High School District Office Administrators				
Tulare Joint Union High School Dist	Tony Rodriguez	Superintendent	688-2021	tony.rodriguez@tulare.k12.ca.us
Tulare Joint Union High School Dist	Lucy Van Scyoc	Asst Supt, Curric, Tech, Assess	688-2021	lucy.vanscyoc@tulare.k12.ca.us
Tulare Joint Union High School Dist	Tammy Aldaco	Asst Supt, Student Services	688-2021	tammy.aldaco@tulare.k12.ca.us
Tulare Joint Union High School Dist	Barbara Orisio	Asst Supt, HR	688-2021	barbara.orisio@tulare.k12.ca.us
Tulare Joint Union High School Dist	Jason Edwards	Director, Special Ed	687-7351	jason.edwards@tulare.k12.ca.us
School Site Administrators				
Tulare Union High School	Michelle Nunley	Principal	686-4761	michelle.nunley@tulare.k12.ca.us
Tulare Union High School	Terry Langlie	Head Counselor	686-4761	terry.langlie@tulare.k12.ca.us
Tulare Western High School	Kevin Covert	Principal	686-8751	kevin.covert@tulare.k12.ca.us
Tulare Western High School	Leandra Garcia	Asst Prin, Counseling	686-8751	leandra.garcia@tulare.k12.ca.us
Mission Oak High School	Michele Borges	Principal	687-7308	michele.borges@tulare.k12.ca.us
Mission Oak High School	Rachel Chapman	Asst Prin, Counseling	687-7308	r chapman@tulare.k12.ca.us
Alternative Education	Steve Ramirez	Principal	687-7400	steve.ramirez@tulare.k12.ca.us
Sierra Vista Charter	Dereck Domingues	Principal	687-7384	dereck.domingues@tulare.k12.ca.us
Accelerated Charter	Wendi Powell	Principal	687-7303	wendi.powell@tulare.k12.ca.us

**STUDENT CARE EMERGENCY/DISASTER
SIGN-OUT ROSTER FORM for EMERGENCY/DISASTER PREPAREDNESS**

Please complete upon release of a child from an emergency/disaster evacuation site.

A best practice recommendation is to have only one person/staff release the children program wide.

Program Roster Childs Name	Class	Time Picked Up	Picked Up by Whom	Destination
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				

Prevention of Illness and Communicable Diseases:

School Personnel are expected to incorporate the instruction of ways to prevent the spread of the common cold, flu, and other communicable diseases. This includes the teaching of appropriate hand washing techniques, good sleeping, exercise, and eating habits, procedures for disposing of contaminated tissues, and appropriate techniques to use for coughing, sneezing, etc.

Medical Emergencies:

Accidents:

I. Check –What happened (fall, fight, sport injury, etc.)?

- Do not move victim if a fall from significant height has occurred
- Assess victim for bleeding
- If unconscious, check for breathing and pulse

II. Call – For assistance from adult office personnel

- Use radio
- Send a pair of students – direct them to return and report to whom they gave information.

III. Care – First aid as necessary until help arrives.

- Do not carry a child to the office. Get an office chair with wheels for transport.
- Office personnel shall give first aid if needed.
- If, in the judgment of the office personnel the victim needs additional emergency care, the Emergency Card on file will be used in order to reach a parent or an authorized person to pick up the child and/or access further medical assistance.
- In the event that the injury is serious and needs immediate attention and/or the victim's parent or other authorized persons on the Emergency Card cannot be reached, office personnel are authorized to call 911 for emergency assistance.
- An Accident/Incident report will be completed and filed, and a copy sent with the victim.

Illness - General:

I. Check – Patient's temperature should be taken; an overall assessment of the student made by communication with the student and observation by the caregiver.

II. Call – Parent will be called if student has a fever of 100 degrees or higher; has sore throat or cough; has symptoms that impede learning at school; has symptoms that indicate he/she is contagious to others in the school environment.

III. Care – Patient should be isolated from peers and made as comfortable as possible.

The student's emergency information should be accessed and followed. If no contact can be made to have the child picked up, the school office staff will keep the child in the health office, and if warranted, contact the physician listed on the emergency to determine the most appropriate course of action.

Illness – Communicable Diseases:

The same procedure as those for General Illnesses (above) is to be followed.

Cases of certain communicable diseases must be reported to other families whose children attend the same class and the Clubhouse childcare program. The following diseases must be reported and necessary precautions taken immediately: Meningitis, strep, scarlet fever, infectious hepatitis, head lice, scabies, measles and mumps. The school office will send out the appropriate exposure notices, and direct the Clubhouse to send home the appropriate exposure notices as well.

AUTOMATED EXTERNAL DEFIBILLATOR



Automated External Defibrillators (AEDs) needed to diagnose life-threatening cardiac arrhythmias and ventricular tachycardia and treat a patient through the application of electrical therapy, which stops the arrhythmia, allowing the heart to reestablish an effective rhythm

AED Locations on campus:

- 1) Tulare Adult School Main Office-Maple Campus**
- 2) Tulare Adult School Nursing Office-K Street Campus**

AED Trained:

- 1) Larriann Torrez, Director of Adult Education, Maple Campus**
- 2) Sylvia Silva, Director of Nursing-K Street Campus**
- 3) Tia Alves, Nursing Instructor**
- 4) Brianna Ceja, Allied Health Instructor**
- 5) Kelley Collins, Allied Health Instructor**
- 6) Ernestine Dees, Nursing Instructor**
- 7) Nancy Lopez, Nursing Instructor**

AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each district will be informed by the Regional or County Superintendent to abide by each standard:

AQI Values	Health Categories	Cautionary Statements for 8 – Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy Red Flag	Active children and adults, people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion

When notified of an AIR POLLUTION episode, Superintendent or Designee will:

1. Instruct employees to minimize strenuous physical activity.
2. Cancel any events requiring the use of vehicles.
3. Urge employees to minimize the use of vehicles.

BUS ACCIDENT PROCEDURE

Bus Driver:

- ☐ Protect student passengers from injuries and the bus from further damage.
- ☐ Turn off the ignition, remove the key and activate the hazard lights.
- ☐ Check for conditions that could cause a fire.
- ☐ If conditions are safer outside the bus than inside, evacuate the bus.
- ☐ Do not leave students unattended or unsupervised.
- ☐ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- ☐ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- ☐ Do not discuss details of the accident with media.
- ☐ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- ☐ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- ☐ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- ☐ Dispatch a school representative to the accident location.
- ☐ School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- ☐ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- ☐ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- ☐ Ensure any special health information or medication for any injured student is sent to the hospital.
- ☐ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- ☐ Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- ☐ Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

SEVERE WEATHER PROCEDURE

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until campus can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate an the “Off-Campus Evacuation” procedure.

Off-Campus Evacuation Procedure Template

(Modeled after other Emergency Procedures in Crisis Response Plan)

Purpose:

The Off-Campus Evacuation Procedure is used to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

Administration:

- ☐ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.
- ☐ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- ☐ Determine the appropriate pre-designated relocation site and evacuation route.
- ☐ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- ☐ The school Incident Commander or designee will obtain the “*Off-Campus Evacuation Sites*” form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- ☐ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- ☐ Implement procedures for setting up the bus evacuation staging area.
- ☐ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- ☐ Direct staff to move students to the evacuation staging area for loading onto buses.
- ☐ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- ☐ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- ☐ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

Teachers and staff

- ☐ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
 - ✓ Ensure special needs students and staff are assisted. Request help if needed.
 - ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- ☐ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- ☐ Maintain control of your class.
- ☐ While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the Incident Commander or Student Accountability Group or other designee upon arrival.
- ☐ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may also be asked to implement the Teacher Buddy system and assist in staffing the site.

UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

Gas Leak - INDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100', more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of campus and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- ☐ If problem is in, or on, a school building and there is smoke or threat of fire:
 - ☐ Evacuate the building(s).
 - ☐ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

Suspension and Expulsion Policies

TULARE JOINT UNION HIGH SCHOOL DISTRICT

LEGAL CODE REGARDING STUDENT DISCIPLINE: EDUCATION CODE 48900 AND CONSEQUENCES

ALL PUPILS ENROLLED IN STATE PUBLIC SCHOOLS HAVE THE INALIENABLE RIGHT TO ATTEND CLASSES ON SCHOOL CAMPUSES THAT ARE SAFE, SECURE, AND PEACEFUL. A pupil shall be suspended from school or recommended for expulsion if the Superintendent or the Director or the Director's designee of the school in which the pupil is enrolled determines that while under the jurisdiction of the school, the pupil has:

A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission to possess the item from a certified school employee, which is concurred in by the Director or the designee of the Director.

C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or being detected in the immediate area (motel room, vehicle, etc.) of any controlled substance, alcoholic beverage or intoxicant while under the responsibility of the school and with knowledge of the presence of the substance.

D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and 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. Stolen 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.

I. Committed an obscene act or engaged in habitual profanity or vulgarity.

J. 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.

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.

L. Knowingly received stolen school property or private property.

M. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

N. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

P. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

R. Engaged in an act of bullying, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. Any student found to engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically towards a pupil or school personnel shall be suspended and a mandatory police report is made.

Bullying consists of one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.

S. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

T. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

U. As used in this section, "school property" includes, but is not limited to, electronic files and databases.

V. A superintendent of the school district 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.

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

.2 – engaged in sexual harassment

.3 - hate violence

.4 - harassment, threats, intimidation against a pupil or group

.7 – made terroristic threats against school officials or school property

A PUPIL WILL BE SUSPENDED OR EXPELLED for any of the above acts when that act is related to a school activity or school 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.

LEGISLATION requires school personnel to contact the police department for any violation involving alcohol or drugs.

Policy for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). The following email is provided to inform all teachers (4) four times each school year:

SAMPLE EMAIL:

Dear Staff,

The district is using Google Forms to notify teachers of the pupils that have been subject to suspension or expulsion. Please note, when taking attendance, a red “**SSA**” will appear next to the name of a student that has violated Education Code 48900 in the previous three (3) years - this information is also updated immediately after an offense has occurred. If you wish to know what code violations were committed, Technology created a 48900 report that is linked to the student password lookup. Attached is a link that will walk you through the process of looking up student password, or accessing the new 48900 report. You may also contact the Assistant Principal at your site if you have questions regarding a student.

<https://docs.google.com/document/d/1fwfs2GN-T3eBX35VUYECKnw3ye6XqaNrWK9pxAwrDAU/view>

Please complete the attached Google Form at your earliest convenience. A receipt will be sent when you complete this task.

Thank you in advance for your cooperation.

**TULARE ADULT SCHOOL
HOME OF THE ELKS**

575 W. Maple Avenue
Tulare, CA 93274
(559) 686-0225 Phone
(559) 687-7447 Fax

**TULARE ADULT SCHOOL
HOME OF THE ELKS**

575 West Maple
Tulare, CA 93274
(559) 686-0225 Phone
(559) 687-7447 Fax

To: ALL CERTIFICATED STAFF
From: **Director's** Office
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

- (C-1) possessed/sold/furnished firearm
- (C-2) brandished a knife at another person
- (C-3) sold a controlled substance
- (C-4) committed/attempted to commit sexual assault or sexual battery
- (C-5) possession of an explosive
- (A-1) caused serious physical injury to another person (needed medical attention)
- (A-2) possessed any knife or other dangerous object
- (A-3) possessed a controlled substance
- (A-4) committed robbery or extortion
- (A-5) committed assault or battery upon a school employee
- A – altercations, fights
- B – sold/furnished a knife or dangerous object
- C – use/under influence or possession of a small amount of drugs or alcohol
- D – Look alike substance (offered/tried to sell)
- E – attempted to commit robbery or extortion
- F – caused/attempted to cause damage to school or private property
- G – stole/attempted to steal school or private property
- H – possessed or used tobacco or nicotine products
- I – committed an obscene act or engaged in habitual profanity or vulgarity
- J – possessed drug paraphernalia
- K – disruption of school activities or defiance
- L – knowingly received stolen property
- M – possession of an imitation firearm
- O – harassed/threatened/intimidated a complaining witness
- P – offered or sold/attempted to sell prescription drug Soma
- Q – engaged/attempted to engage in hazing
- R- engaged in act of Bullying
- S – aiding or abetting in the infliction of physical injury
- .2 – engaged in sexual harassment
- .3 - hate violence
- .4 - harassment, threats, intimidation against a pupil or group
- .7 – made terroristic threats against school officials or school property

If you have any questions or want more information, please see Larriann Torrez, Director.

Discrimination and Harassment Policy

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

California's Education code specifically prohibits discrimination and harassment against students and staff in schools on the basis of ethnic group identification, race, national origin, religion, color, mental or physical disability, actual or perceived sexual orientation or gender identity. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act. An important part of this intent is to prevent sexual harassment in the work and educational setting.

The Tulare Joint Union High School District will not condone, permit, or tolerate sexual harassment of employee or students in any manner whatsoever. Persons engaging in such harassment may be subject to discipline up to and including discharge or expulsion. Tulare Western High School will not tolerate sexual harassment of any student by any other student or district employee. Any case of harassment should be reported immediately to a school administrator.

Sexual Harassment Definitions

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
- (2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.
- (3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- (4) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school district.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

- (1) The campus or school grounds.

- (2) Properties controlled or owned by the school district.
- (3) Off-campus, if such activity is sponsored by the school district or is conducted by organizations sponsored by or under the jurisdiction of the school district.

Sexual harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, the California Fair Employment and Housing Act and its regulatory guidelines, the California Education Code and District Board Policy.

Violation of this policy shall constitute, generally, just and reasonable cause to discipline, up to and including termination or expulsion, and shall constitute, specifically, persistent violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the governance of the District by the Board of Education of the Tulare Joint Union High School District under Education Code section 44932, subdivision (g).

COMPLAINT PROCESS: Employees or students believing that they have been subjected to sexual harassment or other forms of discrimination should bring his/her complaint to the attention of his/her immediate supervisor or the District's Affirmative Action Officer at the District Office, his/her teacher, counselor or school administrator.

Internal: To accommodate the unique nature of sexual harassment complaints, an internal process is provided for the primary purpose of resolving a complaint at the earliest possible date while protecting the confidentiality of the parties. In order to do this, the District Personnel Division will commence an investigation of each and every claim as expeditiously as possible following receipt. As part of this investigatory process, the District will:

- a) If the complainant is not satisfied with an informal attempt to resolve the matter and wishes to pursue it more formally, obtain a factual written statement of the complaint for the District Superintendent, his designee, or other department heads, site managers, etc., as required on a need-to-know basis.
- b) Obtain from the Associate Superintendent, Personnel, or his designee, authorization to investigate the complaint, review factual information collected to determine whether the alleged conduct constitutes sexual harassment — giving consideration to the record as a whole and the totality of circumstances — including the nature of the sexual advances and the context in which the alleged incidents occurred. At all times, information will only be shared on a need-to-know basis and confidentiality will be protected.
- c) Counsel the individuals involved and outline options available to them.
- d) Take or authorize appropriate action as defined by the Associate Superintendent, Personnel.
- e) Report to the individuals directly involved in the case as to the findings of any investigation and action taken.

- External:
- a) If the complaint is not adjusted to the satisfaction of the employee or student in the internal complaint process, Title IX or other complaint forms are available for filing a formal complaint.
 - b) Depending on the circumstances of the complaint, any steps of the internal process may be waived and the external process initiated at the appropriate step.
 - c) As an alternative to these procedures, employees may contact the Office of California Department of Fair Employment and Housing (DFEH)

Employees or students should initiate complaints in a timely fashion. It should be noted that the District wishes to know of any complaint alleging sexual harassment as soon as possible after it occurs.

It is unlawful for the District to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment or academic decisions, fail to treat impartially in the context of any recommendation for subsequent employment or decisions in regard to academic conditions or otherwise deny any employment or academic benefit to an individual because that individual has filed a complaint alleging harassment.

Efforts will be made to protect the privacy of parties involved in the complaint process and will be shared only on a need-to-know basis and will not be considered public record or otherwise available to the general public.

Tulare Joint Union High School District



Transgender and Gender Nonconforming students Ensuring Equity and Nondiscrimination DISTRICT GUIDE

Purpose: The purpose of this district guide is to advise schools regarding issues relating to transgender and gender nonconforming students in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

The guide does not anticipate every situation that might occur. It does offer suggested approaches to specific instances when the protections or the Safety of transgender and gender nonconforming students may come into question.

Definitions: The following definitions apply:

“Transgender students” refers to students whose gender identity is different than from their sex at birth, and whose gender expression is different from the way males or females are expected to look or behave.

“Gender identity” refers to one’s understanding, interests, outlook, and feelings about whether one is female or male, or both, or neither, regardless of one’s biological sex.

“Gender expression” refers to the way a person expresses her or his gender, through gestures, movement, dress and grooming.

“Gender Nonconforming Students” refers to students that have a gender expression that does not conform with stereotypical expectations, for example, “feminine boys,” “masculine girls,” and students who are androgynous. Another example might be the boy who comes to school in clothing that some might perceive as “girls,” or the girls that might be perceived as “boys”.

Note: The definitions provided are not meant to label a student but are intended as functional descriptors.

Guidelines: The following guidelines will be followed in the district:

Issues of Privacy:

All persons, including students, have a right to privacy; this includes keeping a student's transgender status private. Therefore, school personnel will not disclose a student's transgender status to others, including parents, and/or other school personnel, unless there is a specific "need to know."

Whenever discussing a particular issue such as conduct, discipline, grades, attendance, or health with a transgender or gender nonconforming student, focus on the conduct or particular issue, and not on any assumptions regarding the student's actual or perceived gender identity. When school personnel must contact the parents of a transgender or gender nonconforming student, "best practice" will dictate that the student should be consulted first to determine an appropriate way to reference the student's gender identity.

Official Records:

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil and the pupil's sex. The District will change a student's official records to reflect a change in legal name or gender that has been changed pursuant to a court order. If a student indicates to school personnel that he or she wishes to be addressed by a name corresponding to his or her gender identity, that name may be entered in the "Alias" field of Aeries. This will serve to inform teachers of the name to be used when addressing the student.

Names/Pronouns:

Students are to be addressed by a name and pronoun that corresponds to the gender identity that the students consistently assert at school. Students may request to be addressed by their "preferred name" (and preferred pronoun) that corresponds to their identity without obtaining a court order or without changing their official records. This reference guide acknowledges that inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur, but it does not condone an intentional and persistent refusal to respect a student's gender identity.

It is strongly suggested that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at conferences with the student's parents. In cases where students and parents may be in disagreement about the name and pronoun to be used at school, school administrators may refer families to appropriate outside counseling services.

Restroom Accessibility

Schools may maintain separate restroom facilities for male and female students. At the discretion of the school administrator, a student may be provided access to a restroom facility that corresponds to the gender identity that the student consistently asserts at school. If the student and administrator feel that there is a reason or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative restroom such as a single stall “unisex” restroom or the health office restroom. In all instances, decisions about alternative restroom use should be governed by the school administrator’s judgment concerning the safety and best interests of the student in question.

Locker Room Accessibility

Schools may maintain separate locker room facilities for male and female students. Schools may, however, provide a student access to a locker room facility that corresponds to the gender identity that the student consistently asserts at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:

1. Use of a private area (i.e., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor’s office in the locker room, or a nearby health office restroom).
2. A separate changing schedule (either utilizing the locker room before or after the other students).

Sports and Physical Education Classes

Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Participation in competitive athletic activities and contact sports are to be resolved on a case-by-case basis and follows CIF regulations.

Dress Codes

Dress code should be applied uniformly to all students. However, a transgender and/or a gender nonconforming student has the right to dress in accordance with the gender identity that the student consistently asserts at school, within the constraints of the school’s dress code, as it relates to health and safety (e.g. prohibitions on wearing gang symbols, regalia, and apparel).

Transferring a student to another school

School sites must ensure that transgender or gender nonconforming students are being provided a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence that threatens students is given immediate attention (i.e. investigating the

incident, and, if appropriate, determining and enforcing corrective actions). In general, schools should endeavor to keep transgender or gender nonconforming students at their school site.

Although the remedy or response to a transgender or gender nonconforming student who is being discriminated against or harassed should not be an “automatic” opportunity transfer to another school, the request for a school transfer shall follow all established district policies on Intra-district transfers.

Schools may not offer a transfer to another school on the inaccurate assumptions that a transgender or gender nonconforming student “should expect to be harassed,” or “has brought the harassment upon themselves by being open about their gender identity.”

Discrimination/Harassment

Complaints alleging discrimination or harassment based on someone’s actual or perceived transgender or gender nonconforming identity are to be handled in the same manner as other discrimination/harassment complaints.

The Tulare Joint Union High School District strives to provide a safe and secure environment at all sites. Staff and administrators will treat every student as the gender with which he or she identifies, protect the safety and privacy of all students, and aggressively combat all forms of illegal discrimination. The district will ensure to educate the school community of these guidelines.

GRIEVANCE PROCEDURE FOR HARASSMENT AND DISCRIMINATORY INTIMIDATION

PURPOSE:

To define the Tulare Joint Union High School District's policy on the prohibition and prevention of harassment and discriminatory intimidation in District employment and academic status or progress.

DEFINITION:

Harassment, as differentiated from sexual harassment, includes acts by one or more persons on another that repeatedly torment, pester, persecute, or otherwise persistently trouble to the point of causing extreme anxiety, frustration, anguish or fear of harm. These acts may be physically or verbally threatening as would be determined by a reasonable person's standard.

It is the intent of the District to provide a working and educational environment for all individuals which is free of harassment and discriminatory intimidation whether based on race, color, religion, sex, age, national origin, handicap or veteran status. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act.

The District will not condone, permit or tolerate harassment or discrimination against employees or students in any manner whatsoever. Persons engaging in such harassment or discrimination may be subject to discipline up to and including discharge or expulsion.

The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of harassment or discriminatory intimidation, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The District acknowledges and respects student and employee rights to privacy. Harassment and intimidation complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential, except to the extent necessary to carry out the investigation or proceedings as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The District recognizes that informal conferences can often lead to an early compromise agreeable to all parties in a dispute. Whenever all parties to a complaint agree to try resolving their problem through an informal process, the Superintendent or designee shall determine the process before beginning a formal compliance investigation.

The procedure for filing and investigating complaints is as follows:

Step 1 - Filing of Complaint:

Any individual, public agency or organization may file a written complaint of alleged intimidation or harassment. The complaint shall be presented to the Superintendent or designee,

who will then give it to the administrator assigned to complaint investigations. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint.

Complaints alleging unlawful discriminatory intimidation may be filed by a person who alleges that he/she personally suffered unlawful discriminatory intimidation or harassment, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discriminatory intimidation or harassment. The complaint must be initiated no later than six months from the date when the alleged intimidation occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation:

Within ten days of receiving the complaint, the investigating administrator shall informally discuss with the complainant the possibility of an informal meeting between the complainant and the employee named in the complaint. If all parties agree to meet, the investigating administrator shall make all arrangements for this process.

If the informal process does not resolve the problem within the parameters of law, the investigating administrator shall proceed with his/her investigation of the complaint.

Step 3 - Investigation of Complaint:

The investigating administrator shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful, informal attempt to resolve the complaint. This meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the investigating administrator and the complainant may ask other individuals to attend this meeting and provide additional information.

When the investigation is completed, the findings will be communicated to the complainant. If not satisfied with the results of the investigation, the complainant will be told of his/her right to bring harassment or discriminatory intimidation cases before the Department of Fair Employment and Housing or the Board of Trustees in closed session.

Tulare Joint Union High School District
Tulare Adult School
Dress and Grooming Policy

Administrative Regulation 5132(a)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

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

In addition, the following guidelines shall apply to all regular school activities:

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency, safety, and good taste as deemed appropriate by school administration.

1. Footwear must be worn at all times
2. Any apparel, jewelry, accessory, notebook, backpack, or manner of grooming, which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in gangs, advocates drug use, violence, disruptive behavior or is offensive is prohibited. A behavior contract is enforced based on gang associated activities.
3. Caps and hats are not permitted on campus. From November 1st to March 1st, beanies will be allowed outdoors and must be:
 - Free of designs other than district/school logos
 - Free of any gang affiliation
 - Free from advocating any alcohol, drug, or tobacco product

Any beanie not deemed appropriate by a school administrator will be confiscated.

Upon approval by site administration and for sun protection, students are allowed to wear a full brim hat that is constructed of cotton or canvas material, capable of being folded up while in the classroom. These hats must be:

- Free of any type of logo or writing
 - Solid white or khaki color
 - Removed upon entering building
4. See-through, bare midriff, fishnet blouses, spaghetti strap tops (straps must be one (1) inch or wider), low cut, revealing tops, muscle shirts, strapless tops, off-the-shoulder and undershirts are prohibited. Shirts cut low under the arm will not be acceptable. No student may wear clothing that contains words that are suggestive or has suggestive

- double meanings of lewdness, obscenity or vulgarity. Clothing advertising alcohol, drug or tobacco products is prohibited.
5. The length of shorts must be within the bounds of decency and in good taste as appropriate for school. All shorts, skirts, and skorts must reach mid-thigh. Biker shorts shall not be worn as outer garments.
 6. Any clothing, hairstyle, piercings, or styles of dress that may cause a threat, have a negative effect, or disrupt the educational process will not be permitted.
 7. Shirts must be worn at all school activities including sporting events. Bare midriffs will not be allowed.
 8. No baggy or sagging clothes are permitted. Pants must fit at the waist, hips, crotch and thighs. Belts must be tucked into the pant loop. No inappropriate holes or frays will be permitted.
 9. Bandannas are not allowed at school or at school-sponsored events.
 10. Towels, T-shirts, folded shirts or any other clothing article cannot be worn around the neck, draped over the shoulder, or hanging from the pocket.
 11. Heavy chains that may pose a danger are prohibited.
 12. Sports jerseys are not allowed on campus other than those with district/school logos effective 2014-2015.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

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

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

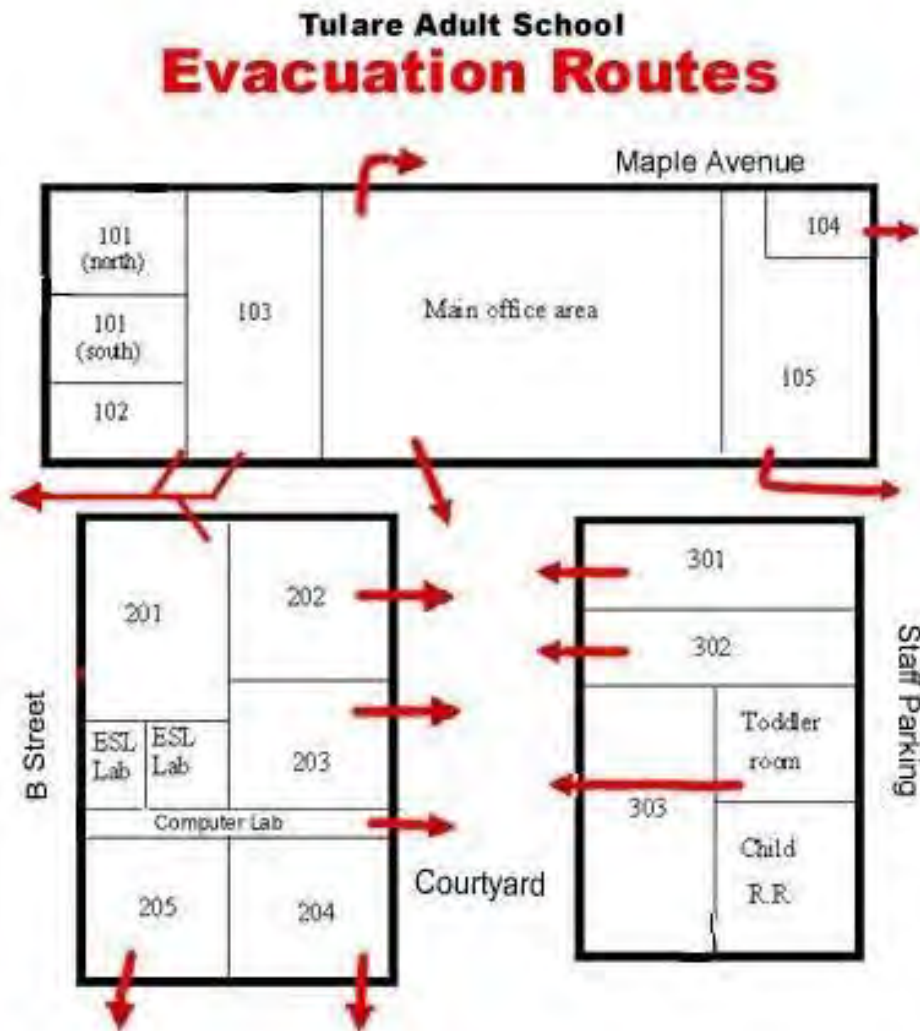
Safe Ingress and Egress Procedures

Safe Ingress/Egress of Pupils, parents, and school Employees

Safety of students, parents, and school personnel begins with the access to the school site. The following District rules have been instituted to support a safe environment for all:

- All visitors entering our campus are to sign in at the school office.
- All students are to exit and enter vehicles at the designated areas.
- Tulare Adult School is an Open Campus.

Tulare Adult School Campus Map:



Ensuring a Safe and Orderly Environment: School Climate

At Tulare Adult School, we take great pride in having a safe and secure campus. Here are a few guidelines regarding school safety that all Tulare Adult School students are expected to follow:

Any kind of threat made on our campus by anyone, either verbally or in writing, will be considered a very serious issue. Both the school and the police will become involved in the case. The Director will utilize the Threat Assessment model to determine what kind of threat was made, the seriousness of the threat, the validity of the threat, and what necessary steps should be taken next. If necessary, the student will be dropped from school and the situation investigated for possible dismissal from the school district. Threats of any kind have no place on our campus.

It is against the criminal law and school law to bring any kind of weapon to school. This includes any kind of knife. The education code allows for a student to be expelled from school for bringing a weapon or any kind of dangerous object onto a school campus, if other means of correction cannot be successful. Dismissal will occur if a weapon or any dangerous object is found in the student's possession, in their backpack or in their car parked on campus. Furthermore, any student found in possession of a weapon or dangerous object will be arrested by the police.

We advise students to not jeopardize themselves or their education by violating either of these two guidelines.

We also ask for assistance and cooperation by communicating to a staff person if students hear or see anything that could threaten the safety of others on campus.

With everyone working together, our goal is that Tulare Adult School will continue to maintain a safe and secure campus.

School Climate Data Analysis

Priority Area	Data Source	Justification
Priority One Gang Awareness/Prevention	Staff Observations Referrals Dismissals	Gangs are prevalent in Tulare County and in Tulare County schools and gang awareness and prevention have become a priority. Our goal is to keep the influence of gangs out of Tulare Adult School, to keep students safe, and to create positive experiences for all students. All staff must realize the many reasons students join gangs and come up with prevention strategies, programs, and services.
Priority Two Bullying Awareness/Prevention	Staff Observations Counseling referrals	Creating and maintaining a safe learning and social climate at Tulare Adult School is crucial in ensuring all students have an equal opportunity for success. Bullying affects students' lives inside and outside of school. With the pervasiveness of technology, bullying is becoming more prevalent and harder to prevent.
Priority Three Drug/Alcohol Awareness Prevention	Counseling referrals Dismissals	Statistics show that there is a high rate of teens involved in drugs and alcohol. Our goal is to keep students involved in curricular activities, to develop a strong sense of pride, school ownership, and self-worth to deter the involvement in drugs and alcohol in student lives.
Priority Four Increase the Physical Security of the Campus	Staff Observations ALICE Training	In keeping with the TJUHSD priority of creating and maintaining safe schools, the physical security of the campus will be increased by expanding upon existing efforts in order to provide a secure environment conducive to student learning. The TAS administrator will work with District officials to expand the number of security guard coverage and add additional security cameras.

School Climate Action Plan

School Climate

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: Reduce the number of students affiliated with gangs and reduce incidents relating to gang activity by 5% by the end of the 2019-2020 school year with the intention of reducing the incidents every year.

Activities: Implementing intervention and prevention programs such as a referral process for students to meet with school Psychologist. Creating an effective, consistent strategy that staff is familiar with and uses to combat gang involvement. Also, in creating staff gang awareness the staff will take more of a vested interest in gang members in hopes of creating positive relationships and reducing gang involvement. Increasing parent awareness about gangs through presentation and information that can help partners at home, and the community, in prevention, especially if their child is affiliated.

Goal Two: To create a bully and harassment free school.

Objective Two: By analyzing results from student surveys, at the end of the school year, a significant increase in the feelings of student safety will be measured.

Activities: Bully awareness and training of staff, the identification of a bully and the immediate intervention, counseling services, creating a way for students to anonymously report harassment, and creating student awareness through rallies, self-esteem builders, and coping skills. Implementation of Sprigeo software to report bullying from computer (internet) generated reports. A commitment by the Tulare Adult School Director to follow-up with all Sprigeo reports in a timely manner. The TAS Leadership Team will design and lead the campus through an Anti-Bullying week.

Goal Three: Drug/Alcohol Awareness and prevention

Objective: To increase awareness of drugs/alcohol and provide prevention awareness for all students at Tulare Adult School.

Activities: Tulare Adult School will utilize the services of outside agencies to help speak to students who have had drug and alcohol related incidents as well as students who are identified at risk of using drugs and alcohol. The district has contracted with Interquest, a canine-search company that comes on campus and randomly searches for drugs and alcohol among other items. Tulare Adult School will continue to increase the communication between outside agencies and stakeholders like the Tulare Police Department to provide adult students with information regarding drug/alcohol awareness and prevention.

Goal Four: Strengthen student self-respect and student relationships to school and staff.

Action Plan

School Climate

Goal One: Develop a consistent gang prevention model to be utilized by school staff and all members of the community involved in the school to reduce gang activity on and off campus.

Objective One: Reduce the number of students affiliated with gangs by 10% and reduce incidents relating to gang activity by 5% by the end of the 2019-2020 school year with the intention of reducing the incidents every year.

Goal Two: To create a bully and harassment free school.

Objective Two: By analyzing results from student surveys and SPRIGEO reports at the end of each school year.

Goal Three: Drug/Alcohol Awareness and prevention

Objective: To increase awareness of drugs/alcohol and provide prevention awareness for all students at Tulare Adult School.

Goal Four: Strengthen student self-respect and student relationships to school and staff.

Objective: To provide numerous opportunities for students to get involved in school, build relationships with other students and staff, and to take pride in their campus.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Comprehensive Plan/Strategy	Annual	Larriann Torrez	N/A	Staff are currently exploring preventative strategies	Ongoing
Advisory Group/Leadership Team	Annual	Larriann Torrez	N/A	Partnership area stakeholders	Ongoing
Staff Awareness	Annual	Larriann Torrez	N/A	Continuous updates and awareness of student gang involvement	Ongoing
Student Surveys	Each Spring	Larriann Torrez	N/A		Yes
Bullying/Harassment awareness education for students	Annual	Larriann Torrez, District Office	Safety Grant	District Wide	Ongoing
Staff Training	Annual	Larriann Torrez, District Office	N/A	N/A	Ongoing
Counseling Services	Annual	Rosa Vargas	N/A	N/A	Ongoing

Sprigeo	Annual	Larriann Torrez, Rosa Vargas	Safety Grant	Sprigeo Website/reports	Ongoing
Staff Involvement w/students	Annual	Larriann Torrez, Rosa Vargas, Leadership Team	N/A	N/A	Ongoing
Mental Health/Behavior Workshops	Implemented Spring 2020	Roxanne Bernard	Mental Health Grant	Educating parents on mental health issues and behavior issues	Ongoing
Active Shooter Education-ALICE	Fall/Spring 2019-2020	District Trained Staff	Safety Grant	Updates and options to create awareness to an active shooter on campus	Ongoing

Ensuring a Safe and Orderly Environment: Physical Environment

At Tulare Adult School, we take great pride in having a safe and secure campus. Listed below are areas that Tulare Adult School implements to ensure safety on the campus:

- Tulare Adult School has annual inspections of the physical plant. Maintenance reports of all infrastructure is up to date with state and federal regulations.
- Tulare Adult School has 39 working surveillance cameras to monitor campus safety, with five desktop video monitoring stations.
- The Director, Counselor, Office Staff, Teachers, and Security Guard have hand held two-way radios with 2 base stations to communicate any issues regarding safety, monitoring, or maintaining the campus.
- In 2016, Tulare Adult School added a full-time security guard to monitor the campus throughout the school day and during evening school sessions. In 2018, an additional full-time security guard was added to the TAS Maple Campus.
- All staff members of Tulare Adult School participated in ALICE Active Shooter Training with the Tulare Police Department. This training consisted of a “classroom” presentation of what to do in the event of an active shooter, as well as a hand on portion to discuss a variety of scenarios involving shooters on campus.
- TAS has a one-way point of entry onto campus in the morning. Students may access the campus via the back gate on the south side of the Administration building. This gate is monitored by security guards when open. All gates are locked. Students can access the campus after all gates are locked through the front office. All TAS staff are required to wear an ID while on campus and visitors cleared by security are issued temporary passes to be worn during their visit.

Additionally, TAS has retro-fitted the front door of the office to include a locked door with a speaker/buzz-in system that lets office staff give permission to the individuals that enter the buildings.

We also ask for assistance and cooperation by all stakeholders of Tulare Adult School campus to communicate any defects or issues they may see to administrative staff that could threaten the safety of others on campus.

With everyone working together, our goal is that Tulare Adult school will continue to maintain a safe, secure, and well-maintained campus.

Action Plan

Physical Environment

Goal One: To create an aesthetically pleasing campus that will increase student ownership and reduce incidents of violence, encourage school spirit and pride, and where students feel safe and respected.

Objective One: By the end of the 2019-2020 school year, ideas will be generated and a plan will be in place to create a more aesthetic, student centered campus.

Activities: Get Leadership Team and other students involved in creating, designing, and implementing a program that promotes school pride through activities that: increase campus cleanliness, bathroom cleanliness, and student traffic throughout the day.

Goal Two: Install push bars on the security gates throughout the campus so that the gates can be locked, if needed, and will provide for a safe and secure campus for staff and students.

Objective Two: By the end of the 2019-2020 school year, installation of push bars on all security gates.

Activities: The Director will meet with the TJUHSD Director of Facilities to decide on the most appropriate push bar mechanism for the gates on the Maple campus. Once the decision and funding is approved, maintenance will install the equipment.

Action Plan

Physical Environment

Goal one: To create an aesthetically pleasing campus that will increase student ownership and reduce incidents of violence, encourage school spirit and pride, and where students feel safe and respected.

Objective One: By the end of the 2019-2020 school year, ideas will be generated and a plan will be in place to create a more aesthetic, student centered campus.

Goal Two: To install push bars on the security gates throughout the campus so that the gates can be locked, if needed, and will provide for a safe and secure campus for staff and students.

Objective Two: By the end of the 2018-2019 school year, the installation of push bars on all security gates.

Activities	Target Date	Person Responsible	Budget Source	Comments	Completed Y/N
Aesthetically Pleasing Campus	Spring 2020	Larriann Torrez, Leadership Team, and James Marquez	Adult Education	N/A	Ongoing
Secure Campus	Spring 2020	Larriann Torrez, Rosa Vargas, Security Guard, James Marquez, and TJUHSD Director of Facilities	Safety Funds	N/A	Ongoing
Threat Assessment Procedure Staff Training	Ongoing	Larriann Torrez	N/A	Initial training in threat assessment procedures, team members, and roles,. Revisit periodically.	Y
Active Shooter Education	Ongoing	Larriann Torrez	Safety Grant	Updates and options to create awareness to an active shooter on campus.	Ongoing

Policies and Procedures

Policy/Procedure	Compliance Y/N	Comments	Next Steps
Child Abuse	Y	Follow county regulations and board policy.	Report to Tulare County CPS. File written report.
Disaster/Crisis/ Earthquake	Y	Conduct disaster drills. That is monitored by Tulare Police and Fire Department.	Continue drills annually.
Suspensions and Expulsions	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Notification of Dangerous Pupils	Y	Receive information from county probation agencies.	Continue to adhere to rules and regulations annually.
Discrimination and Harassment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Dress Code	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe Ingress and Egress	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Safe and Orderly Environment	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Rules and Procedures on Discipline	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Hate Crimes/Bullying Reporting	Y	Follow site rules, regulations and district policy.	Continue adherence annually.
Graduation and Attendance	Y	Follow Attendance and graduation policies	Continue adherence annually

Evaluation of Action Plan

Effort and Process:

- Number of staff, students, families and others involved
- Number of hours
- Number of meetings

Impact:

- Reductions in:
 - School Crime
 - Suspensions
 - Expulsions
 - Referrals
 - Truancy
 - Negative perceptions
- Increase in:
 - Academics
 - Attendance
 - Positive climate
 - Positive outcomes

Appropriate Programs and Strategies that Provide School Safety

Tulare Adult School's safety program involves the administrator, counselor, teachers, and school staff that support the safety and welfare of all students.

Tulare Adult School Safety Staff:

Larriann Torrez, Director

Rosa Vargas, Counselor

Donna Beutler, Adult School Clerk II

Maribel Delgado, Sequoias Adult Education Consortium (SAEC) Navigator

Elizabeth Loza-Best, Adult School Clerk

Lesly Pineda, Adult School Clerk II

Pam Wildebaur, Adult School Clerk II

Campus Supervision Team (teachers):

Sue Acob

Livier Aguilar

Dorothy Carrasco

Jill Castillo

Rosalyn Conwell

Valerie Craig

Frank Kline

Jonathan Kurts

Brian Kelley

Lorena Maldonado

Jerome Roullard

Karyn Ruiz

Christine Spencer

Virginia Vasquez

Other Staff:

TBD, Computer Lab Aide

Safety procedures are addressed and implemented every school year through the Tulare Adult School handbook during orientation. Radios and telephones are utilized to ensure immediate communication with teachers, students, and staff at Tulare Adult School.

Administration and Counseling address issues on a student by student basis and work to promote safety of academic success at Tulare Adult School. Duties include monitoring and reinforcement of the requirements of school academic progress and school behavior.

If students need further assistance with behavior or issues, the District Psychologist is utilized to try to provide the most qualified intervention program for all Tulare Adult School students. The Health and Human Services agency is also utilized to provide additional services as needed.

Visitors that come to Tulare Adult School campus must check in with the receptionist, sign a register, and given an identification tag with their name on the tag.

TAS SUPERVISION TEAM 2017-2018

BEFORE SCHOOL:	Security Guard Torrez Vargas	Patrol Maple Campus Roving Roving
MORNING BREAK:	Security Guard Torrez Vargas	Maple Courtyard Roving Roving
LUNCH:	Security Guard Torrez Vargas	Maple Courtyard Roving Roving
AFTERNOON BREAK:	Security Guard Torrez Vargas	Maple Courtyard Roving Roving
AFTER SCHOOL:	Security Guard Torrez Vargas	Patrol Maple Campus Roving Roving

FIREARMS ON SCHOOL GROUNDS

Cautionary Notice: SB 707 (Ch. 766, Statutes of 2015) amended Penal Code 626.9 and 30310 to provide that a person with a concealed weapons license must obtain written permission of the Superintendent or designee in order to possess a firearm and/or ammunition on school grounds. In view of the public interest and safety issues involved, CSBA strongly recommends that the Governing Board adopt a policy either prohibiting or permitting such possession and, if such possession is allowed, establishing conditions and criteria for granting permission to individuals. Because the law now requires an affirmative action on the part of the district to allow or disallow concealed weapons permit holders to possess a firearm and/or ammunition on school grounds, it is possible that district liability could be increased. Thus, in adopting a policy, CSBA recommends that the Board consult with the district's legal counsel and insurance provider and with local law enforcement in order to carefully tailor the following sample policy to reflect the district's local circumstances.

The Board of Trustees is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement, insurance carriers, and other appropriate individuals and agencies to address the security of school campuses.

(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.7 - Weapons and Dangerous Instruments)

District policy regarding the possession of firearms and/or ammunition on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)

Any person specified in Penal Code 626.9(l)-(o) and 30310 is authorized to possess a firearm and/or ammunition on school grounds. *School grounds* include, but are not limited to, school buildings, fields, storage areas, and parking lots.

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

Legal Reference: (see next page)

FIREARMS ON SCHOOL GROUNDS (continued)

Legal Reference:

EDUCATION CODE

32281 Comprehensive safety plan

35160 Powers and duties of the board

35161 Powers and duties of the board; authority to delegate

38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act

830.32 District police department; district decision to authorize carrying of firearm

16150 Definition of ammunition

16520 Definition of firearm

26150-26225 Concealed weapons permit

30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition

922 Firearms, unlawful acts

923 Firearm licensing

UNITED STATES CODE, TITLE 20

7151 Gun-Free Schools Act; student expulsions for possession of firearm

Management Resources:

WEB SITES

Office of the Attorney General: <https://oag.ca.gov/firearms>

Regulation
approved: June 23, 2016

TULARE JOINT UNION HIGH SCHOOL DISTRICT
Tulare, California

Discipline Procedures

Tulare Joint Union High School District

Discipline Code Summary

GENERAL AIMS

This summary of the revised Discipline Code of the Tulare Joint Union High School District is given to all of our parents and students. We want to make certain that students, parents and staff understand that school regulations governing discipline are based on written rules. Each staff member of the Tulare Joint Union High School District who works with students and parents has been given the opportunity to read and understand these rules and regulations.

This Discipline Code clearly spells out unacceptable actions by students against persons or property. It is also designed to protect the constitutional rights of students. In recent years the courts have emphasized the constitutional principle that students do have certain rights when they attend our schools. Such rights include freedom of expression, speech, and equal educational opportunity. Along with these rights come additional responsibilities on the part of the students. The staff of the school system will work with the students to help them understand their rights and responsibilities and to grow to maturity with additional respect for fairness, justice and truth.

When students are suspended or expelled from school or school activities, we take this action to protect the physical safety of other students or staff or to ensure that classroom instruction is continued without interference. The general safety, well-being, and educational goals of all students must be considered along with the rights and responsibilities of each individual.

Before a student can be suspended, a hearing by local school officials must be given to each student who has been accused of violating the Discipline Code. Parents or guardians must be notified by mail stating the specific acts for which the suspension was ordered. The parents will be invited to the school to discuss the matter.

California law permits suspension from school and school activities for a period of five days, except while waiting for action by juvenile court or the Board of Trustees, when time may be extended.

In expulsion cases, a full hearing is given to each student. This is held before a panel of administrators and teachers appointed by the Board of Trustees. The facts of each case are carefully reviewed in this hearing and findings from the administrative panel are presented to the Board of Trustees in executive session with a recommendation. Final action is taken by the Board of Trustees in open session.

The complete Discipline Code with its supporting data is a very long document. Copies are kept at each school and may be examined there by patrons and students. It is our hope that these rules and regulations will help our schools to carry on in the best tradition and without interrupting their main function - that of giving each student the best education possible. The complete California Education Code may be secured on the web at www.cde.ca.gov.

EXPECTED STUDENT BEHAVIOR

The Board of Trustees of the Tulare Joint Union High School District, in support of public education and the exercise of general supervision of the secondary schools of the District, believes that the conduct of students attending the high schools must establish an educational climate conducive for the furtherance of educational opportunities for youth and the promotion of learning.

To assure this aim, the people of the State have empowered local boards of education to regulate student conduct.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (E.C. 35291)

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (E.C. 48908)

There is a place and an appropriate educational program in our schools for every student interested in pursuing an education. The law requires attendance of youth between certain ages and the public has, through numerous legislative enactments, expressed its will that educational opportunities shall be provided for all.

RULES AND REGULATIONS

The following conduct is not permitted. Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, provided that a pupil may be suspended for any of the reasons enumerated in E.C. Sections 48900 (a-s), 48900.2, 48900.3, 48900.4, 48900.7, 48901.5 and sections of 48915 upon a first offense.

a) The principal may recommend a pupil's expulsion for any of the acts enumerated in Section 48900 and in sections of E.C. 48915.

b) Upon recommendations by the principal or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated E.C. Sections 48900 (a-s), 48900.2, 48900.3, or 48900.4, 48900.7; and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others and that other means of correction are not feasible. The governing board shall order expulsion for violation of E.C. 48915 (c-1) to (c-5).

CAUSES FOR DISCIPLINARY ACTION

VIOLATIONS RELATING TO PERSONS

ABUSE / HARASSMENT, THREATS OR INTIMIDATION (physical or verbal attack on district employee or student) (E.C. 44810, 48900 (a)(1), (a)(2), 48900 i and o, 48900.4, 48900.7; P.C. 71)

ASSAULT AND BATTERY (assault or battery upon another student or upon school personnel; threat of force or violence toward school personnel, at any time or place related to school attendance or functions) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), 48915 (c-2), (a-1), (a-2), (a-5); P.C. 240-243, 245)

BUS CONDUCT (continued disorderly conduct or persistent refusal to submit to authority of the driver) (C.A.C. 14103)

DEFIANCE, DISRESPECT, ETC. (insubordination or defiance toward school employees, either in language or action) (E.C. 48900 k; 48908)

ELECTRONIC LISTENING OR RECORDING DEVICE (It is the students' responsibility to make sure that all devices, including cell phones, are turned off and secure during the official school day. use of all electronic communication devices, without prior consent of the principal, is prohibited. (E.C. 51512, 48901.5)

EXTORTION / ROBBERY (taking possessions from another person by threat or force) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), e and g, 48915 (a-4); P.C. 240, 241, 524)

FIGHTING (involvement in fighting either in groups, gangs, or as an individual on school premises or elsewhere under authority of school personnel) (E.C. 32210, 44807, 44810, 48900 (a)(1), (a)(2), 48915 (a-1)

FORGING (forging notes, signatures, excuses or other school documents) (E.C. 48900 k; P.C. 470)

GAMBLING (any betting, gaming played with cards, dice, coins, or other items of value is prohibited) (P.C. 330)

HAZING / HATE VIOLENCE (committing any act that injures, degrades, or disgraces any fellow student or person attending the institution) (E.C. 32050-32051; 48900 q; 48900.3; 233) (Ref. 610R Admin. Code and AB 1785. See definition of hate violence in KHSD Discipline Code)

KEYS (illegal possession, unauthorized use or duplication of keys to school buildings or premises) (P.C.469)

RECEIVING STOLEN PROPERTY (knowingly received stolen school property or private property) (E.C.48900 l)

SECRET CLUBS (membership on school campus prohibited) (E.C. 48900 k)

SEXUAL HARASSMENT / ASSAULT (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting)(E.C. 48900.2, 212.5, 48915 (c-4)

STEALING (stealing school property or from persons while on school property or at school sponsored events) (E.C. 19911, 35291, 44807, 48900 g; P.C. 484-485)

TARDINESS / TRUANCY (late to class; missing class(es) illegally) (E.C. 48260-48262)

VEHICLES (failure to observe posted traffic and parking regulations) (V.C. 21113, 42001)

OTHER OFFENSES (serious infractions of behavior standards, not identified above, inimical to the welfare of the school, including buildings, property, staff, students or other personnel during the school day or while in attendance at school functions) (E.C. 48212, 48900 (a)(1) to 48900 o, 48915)

VICTIMS OF VIOLENT CRIMES

Victims of violent crimes, while in or on school grounds, will have the option of an intra-district transfer. Incidents will be reviewed on a case by case basis to determine whether a student is the victim of a violent offense as provided for in the California *Penal Code*.

VIOLATIONS RELATING TO STUDENT DRESS

The District believes that appropriate dress and grooming contribute to a productive learning environment. 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 interferes with the educational process. Clothing and personal adornment styles change frequently and any "dress code" which explicitly defines acceptable school wear quickly becomes outdated. Therefore, Tulare Joint Union High School District school administrators have utilized the following general guidelines to make case by case judgments regarding appropriateness of school attire.

GUIDELINES

DISRUPTIVE CLOTHING / ADORNMENTS (Any clothing or adornment which causes reactions by other students causing the teacher to lose the attention of the students, to modify or cease instructional activities, or to deal with student confrontations or complaints.)

SLOGANS, ILLUSTRATIONS (Slogans or illustrations which promote the use and/or glorification of drugs, alcohol or tobacco are not acceptable. Profane, vulgar, racial, ethnic or sexist slogans or illustrations on articles of clothing also are not acceptable.)

REVEALING APPAREL (Any see-through apparel or attire which does not cover undergarments is not acceptable.)

DANGEROUS ATTIRE (Attire which may be used as a weapon may not be worn -- e.g.: steel-toed boots, chains, items with spikes or studs.)

"COLORS" (The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes or advocates membership in a group or gang which advocates drug use, racial or ethnic disharmony, or which advocates violence or other disruptive behavior, is prohibited.)

UNSAFE APPAREL (Any attire or adornment which creates a safety hazard for the wearer or others is prohibited. Included within this criteria is the expectation that all students will wear shoes.)

SPECIFIC CLOTHING REQUIREMENTS (Specific learning activities in shops, labs, on-the-job training in business/industry, or co-curricular activities may have additional clothing and appearance regulations.)

CLEANLINESS (All clothing should be reasonably clean.)

CONSEQUENCES OF DRESS AND GROOMING VIOLATIONS

First Violation - Home contact and the violator will be requested to change clothing, hairstyle or cosmetic.

Second Violation - Home contact and alternative to suspension or suspension if student refuses alternatives.

Third Violation - Home contact and suspension.

VIOLATIONS RELATING TO STUDENT EXPRESSION

LEWD OR LASCIVIOUS ACTS (engaging in or performing lewd or lascivious acts on school grounds or at school sponsored activities) (P.C. 314)

PROFANITY / VULGARITY (continual or habitual use of profanity or vulgarity) (C.A.C. 300; E.C. 48900 I)

VIOLATIONS RELATING TO CAMPUS DISTURBANCE

FALSE FIRE ALARMS (willfully tampers with any fire alarm equipment or deliberately sounds a false fire alarm) (E.C. 48900 k; P.C. 148.4)

LOITERING (persons on school premises unlawfully) (P.C. 653 g)

PICKETING (persons posted to affect the school) (P.C. 407, 409)

SIT-INS, WALK-ONS, ETC. (violations of rules governing lawful assemblage on school grounds or at school events; failure to disperse) (PC. 407, 409, 416, 420 j, p, 626.2, 626.4, 626.6, 626.8)

TRESPASSING / FORCED ENTRY (trespassing or forced entry with respect to school buildings or school events)

(E.C. 32210, 44810; P.C. 902 p, 626.8)

UNAUTHORIZED VISITORS (persons who come into any school building or onto any school ground or adjacent areas without lawful business thereon) (E.C. 44810; P.C. 626.8, 647 b, 653 g)

VIOLATIONS RELATING TO PROHIBITED ITEMS

ALCOHOL / INHALENTS (use or possession on school campus or at school sponsored events) (B. & P.C. 25608, 25658, 25662; C.A.C. 14251; E.C. 48900 c, 48915 (a-3); P.C. 647 e)

CHEMICAL SPRAYS (possession of or use of any chemical weapon) (E.C. 48900 b; P.C. 12403.7 (4))

DRUGS / NARCOTICS (use, possession or sale of narcotics or other hallucinogenic drugs or substances or any other controlled substances on school grounds or elsewhere under the authority of school personnel) (E.C. 48900 c, 48915 (a-3), (c-3); H. & S. C. 11350, 11353, 11354, 11357, 11359, 11361, 11377, 11378, 11380; P.C. 647 e)

Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in lieu of the substance. (E.C. 48900 d; H. & S. C. 11382)

DRUG PARAPHERNALIA (possession of, offered, arranged, or negotiated to sell drug paraphernalia) (E.C. 48900 j)

ELECTRONIC SIGNALING DEVICES (use of any electronic signaling device is prohibited during the official school day, except for health reasons when prescribed by a licensed physician and approved by school administration) (E.C. 48901.5)

TOBACCO (use or possession of tobacco or any products containing tobacco or nicotine products on school grounds or elsewhere while under the authority of the school) (E.C. 48900 h; 48901)

WEAPONS OR THREAT THEREOF (possession, sale or furnishing of any firearm (gun), knife, explosive, or other dangerous object of no reasonable use to the pupil at school, or at a school activity off school grounds) (C.C. 1714.1, 1714.3; E.C. 48900 b, 48915 (a-2), (c-1), (c-2); P.C. 245. 626.9, 626.10, 653 k, 12020, 12021.2, 12301)

Possession of an imitation firearm (gun). (E.C. 48900 m)

SEARCH AND SEIZURE (personal or private property on school grounds, adjacent to the school, or while under the authority of school personnel, is subject to search and seizure by school officials) (E.C. 493331; H. & S.C. 11364.7, 11471)

LASER POINTERS OR LASER DEVICES (possession, sale or the furnishing of any device that conducts a laser beam such as a laser pointer is strictly prohibited.) (E.C. 48900B)

VIOLATIONS RELATING TO PROPERTY

BOMB THREATS (false report that a bomb or other explosive has been placed in school buildings or on school grounds) (L.C. 3367; P.C. 148.1)

DEFACING OR DAMAGING SCHOOL PROPERTY (VANDALISM) (acts which endanger life of students, employees or visitors or result in damage to school buildings, school property including electronic files and databases or possessions of students, staff members or visitors; parent or guardian is responsible for damages) (C.A.C. 305, C.C. 1714.1; E.C. 19910, 48900 f, 48904; G.C. 6201, 53069.5, 53069.6; P.C. 451, 452, 594, 594.5, 602 j)

FIRES, EXPLOSIVES OR THREAT THEREOF (fires or explosives which threaten or cause serious damage to human life or property on campus or at school sponsored events; parent or guardian is responsible for damages) (E.C. 48900 (a)(1), b, 48904, 48915 (a-2); H & S.C. 12304-12306; P.C. 451, 452)

DEFINITION OF TERMS

PROBATION: Placing a student on a trial basis because of prior conditions; must meet specified conditions for a given period of time.

TRANSFER TO ANOTHER CLASS / SCHOOL: A student may be transferred to another class in the same school. A student may be transferred to another school; this decision follows a hearing at the school, or district office.

DETENTION: Keeping a student in custody for a defined period of time in special rooms under staff supervision.

PARTICIPATION DENIAL: Preventing the student from participating in school activities.

SUSPENSION: Temporary denial of class and/or school attendance for causes of action committed on school property, school buses, at school functions, or elsewhere. Usually students are referred by teachers to the appropriate administrator for disciplinary actions if the students are unresponsive to normal classroom and/or school expectations of behavior.

EXPULSION: Action by the Board of Trustees to deny the right of school attendance with a time limit. (E.C. 48915-48918)

EXEMPTION: Action to eliminate the requirement of compulsory school attendance; not related to misconduct. (E.C. 48220, 48221, 48410)

EXCLUSION: Action by the Board of Trustees to discontinue attendance for either a definite or indefinite period of time. (E.C. 46010.5, 48211, 48212)

EXTRA-CURRICULAR ACTIVITIES

Participation and/or attendance at extra-curricular activities is considered a part of the educational program for students. Participants carry extra responsibilities as representatives of their schools. Student conduct rules also apply to extra-curricular activities. Penalties in most cases will require some loss of participation privileges. Disciplinary action procedures outlined in the adopted code will be followed by the member schools in order that each case might be evaluated individually as prescribed by the Board. A summary of the Athletic and Activity Control Code with a more detailed explanation of the rules and regulations is included in this document. A complete draft is available at your school site.

STUDENT EXPRESSION

Students have the right to exercise free expression; however, student expression, assemblage and/or publication distribution shall not materially disrupt class work, involve substantial disorder, or invade the rights of others. The Board of Trustees has adopted regulations establishing the time, place and manner for these activities as related to class schedules and physical campus arrangements in each school.

ENFORCEMENT

The certificated staff of the schools and the district shall enforce all school regulations as prescribed by law and Board regulations. The administration of each school shall enforce the Board adopted regulations to maintain proper conditions for the safety, health and physical well-being of all persons on campus and elsewhere while engaged in school-sponsored activities.

Suspension of students will be ordered by the principal after the appropriate notice and hearing have been given students. Expulsions may be ordered by the Board of Trustees when charges are substantiated after a proper hearing.

Should the student be expelled by the Board of Trustees of the Tulare Joint Union High School District, the action may be appealed by the student or parent to the County Board of Education.

The Tulare Joint Union High School District police force provides armed, POST-certified police officers at all comprehensive school sites. Also on campus are anywhere from one to two adult security team members. As such, only the Tulare Police Department and Tulare County Sheriff's Office constitute larger police agencies in Tulare County.

RIGHTS AND RESPONSIBILITIES

In our form of government the judicial system interprets the law and its applications and orders compliance with its interpretations. Judicial decisions have constantly supported the authority of the State and of school officials to prescribe and control conduct in the schools. This has been extended from control of students while on the school grounds to also maintaining order at other events, such as athletic contests. In recent years, however, the courts have recognized the student's legitimate right to a public education which is protected by the Due Process Clause of the Constitution of the United States. This right cannot be taken away for misconduct without adherence to the minimum procedures required by that clause.

The U.S. Supreme Court has made clear that students cannot collide with the rights of others without expecting a penalty. "But conduct by the student, in class or out of it, which for any reason - whether it stems from time, place, or type of behavior - materially disrupts class work or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech."

The role of the parent continues to be of primary importance in the education and control of the student. Parents are encouraged to help their youngsters by stressing the importance of a sound education and by forming a cooperative partnership with the schools to help guide and influence the education of the youngsters.

REFERENCE ABBREVIATIONS

B. & P.C.	-	Business and Professions Code	G.C.	-	Government Code
C.A.C.	-	Calif. Administrative Code, Title 5	H. & S.C.	-	Health and Safety Code
C.C.	-	Civil Code	L.C.	-	Labor Code
E.C.	-	Education Code	P.C.	-	Penal Code
			V.C.	-	Vehicle Code

THE COMPLETE DISCIPLINE CODE IS AVAILABLE FOR YOUR INSPECTION AT EACH SCHOOL.

The Discipline Code was adopted by the Board of Trustees of the Tulare Joint Union High School District on July 15, 2009

Hate Crime Policies and Procedures

The Tulare Joint Union High School District Administrative Code addresses hate motivated behavior in Article 600 R

613.7 Hate Motivated Behavior

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

Tulare Joint Union High School District Intervention Procedures

Services available to students in need/crisis situations:

There are a variety of services available to students in crisis, depending on severity of need:

1. If a student threatens to harm him/herself: the counselor or psychologist will assess the situation (does the student have a plan, do they have access to weapons, etc), notify parent, and contact Tulare Youth Services Bureau Crisis Intervention Team.
2. If a student threatens to harm others: school site administration and psychologist will conduct a threat assessment per district guidelines, and involve school SRO or contact police as needed.
3. If a student has been the victim of sexual abuse: the counselor or psychologist will contact TYSB sexual abuse unit.
4. If a student is being hurt by someone in their family: contact Child Welfare Services.
5. If a student fears for his/her life: counselor/psychologist will assess the situation and determine the specifics, contact administration on-site, notify parents, and follow through with appropriate steps as necessary for the given situation. (i.e. contact police, CWS, conduct threat assessment, etc.)
6. In the event of a death/loss/tragic event on campus: every campus offers counseling sessions involving counselors and school psychologist.
7. If the case is not severe enough to warrant immediate action, or if student requires routine follow-up or additional support, the following are examples of services available on campus:
 - a. TYSB – therapists are on each campus one day per week.
 - b. Turning Point – drug/alcohol intervention program sessions are available to students.
 - c. Campus Chaplains on campus
8. Countryside High School is an option for students in our district who need ongoing mental health services. This school serves up to 40 students, and is run in conjunction with TYSB. A therapist is on campus daily, and sessions with a therapist are a required component of Countryside's program.

HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

Administration:

- ☐ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- ☐ The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- ☐ The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander will direct staff to secure the area around the chemical spill.
- ☐ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- ☐ The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- ☐ Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Campus Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- ☐ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

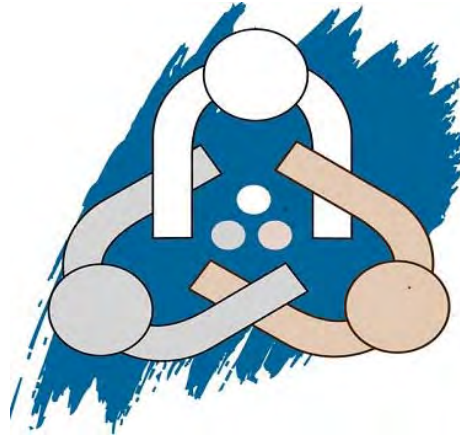
- ☐ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

- ☐ The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- ☐ The Incident Commander will ensure that any buses enroute to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- ☐ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.
 - ✓ Issue an "ALL CLEAR" signal and resume normal school operations

Tulare Joint Union High School District



District Emergency Plan

2019-2020

Mr. Tony Rodriguez, Superintendent

Tammy Aldaco, Assistant Superintendent of Student Services & Special Programs

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TJUHSD—Graduate Profile

Vision: Our students will have the 21st Century skills and knowledge through meaningful and relevant learning opportunities to empower them to productively contribute to a global society.

Mission: Our mission is to empower all students to graduate with college, career, and life-readiness skills.

Expected Graduate Outcomes: Our students will...

- Think critically
- Work independently and collaboratively
- Communicate effectively
- Use creativity and imagination

Tulare Joint Union High School District LCAP Goals:

1. All students will graduate college and career ready.
2. All English Learners will improve their English language acquisition and achievement.
3. All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as part of a greater community.

DISTRICT PRIORITIES

Aligned with the Board Vision, the Governance Team has set the following priorities for 2019-2020:

1. Improve Student Outcomes and Performance

- Provide academic support and enrichment targeting students above grade, at grade and below grade level
- Develop pathways for CTE and Linked learning courses that lead to career certification
- Provide extra-curricular opportunities
- Expand and market Educational Opportunity programs to continue to meet the diverse needs of our students

2. Maintain Safe Schools

- Maintain safe and secure environment at all sites
- Ongoing training on safety procedures
- Provide bully free environments
- Provide social and emotional support
- Provide an environment free from discrimination

3. Manage Facilities and Student Growth

- Support and Maintain Facilities Master Plan
 1. New classrooms to accommodate growth
 2. Space for programs currently not offered
 3. Safety and Security
 4. Accessibility upgrades (ADA)
- Expand and market educational opportunities programs to meet the needs of our students.
- Maintain current facilities at an acceptable level

4. Maintain the Fiscal Integrity of the District and Fund the Board's Priorities

- Fiscal support for facilities and student growth
- Continue to ensure LCFF funds support targeted students according to the LCAP
- Long-term budget planning
- Evaluate the Farm Enterprise as it supports student learning outcomes (SLO)
- Continue to monitor cafeteria fund

5. Staff TJUHSD with Qualified Personnel and Maintain a Positive Work Environment

- Continue to attract and recruit highly qualified staff
- Continue to provide professional development opportunities
- Continue to provide a conducive educational environment
- Continue to provide leadership growth opportunities

6. Continue to Strengthen Internal and External Communications Systems

- Continue to improve District and School Websites
- Increase Communication with Staff and Parents
- Market our District to inform the community on educational programs and options available

PROGRAMS AND PROCEDURES TO MAINTAIN SCHOOL SAFETY

EMERGENCY ACTION PLAN

PURPOSE:

This *Emergency Action Plan* is designed to provide a plan in protecting staff, students, and school facilities. The plan provides a process of chain of command from the district level to the school level. It will provide descriptions of positions and responsibilities to respond to an emergency and assigns responsibilities of each position. Each school site has developed a school Safety Plan that will be initiated for any site based emergency. The district will be providing support and guidance during any site based emergency.

PLAN IMPLEMENTATION:

The emergency action plan will be:

- Initiated by the Superintendent, Principal, or designee
- Implemented by the administration and staff assigned in specific roles
- Will be reviewed and updated annually

As required by Government code §3100, during an emergency Administrators and/or staff shall remain on duty as necessary and perform tasks as assigned until released.

HAZARD ASSESSMENT:

A physical survey of each department for hazardous conditions will be performed each year.

STAFF TRAINING:

All staff will receive training necessary to implement the school's emergency procedures. All school staff will be oriented to the Emergency Action Plan.

Emergency Drills:

It is the responsibility of the district to ensure basic campus emergency drills are conducted in accordance with State law:

- Fire drills will be conducted annually
- An earthquake "Drop and Cover" drill will be held each year
- Active Shooter Drills will be conducted annually
- The Principal shall maintain a record of all drills conducted on campus

Emergency drills will be conducted at the district office annually

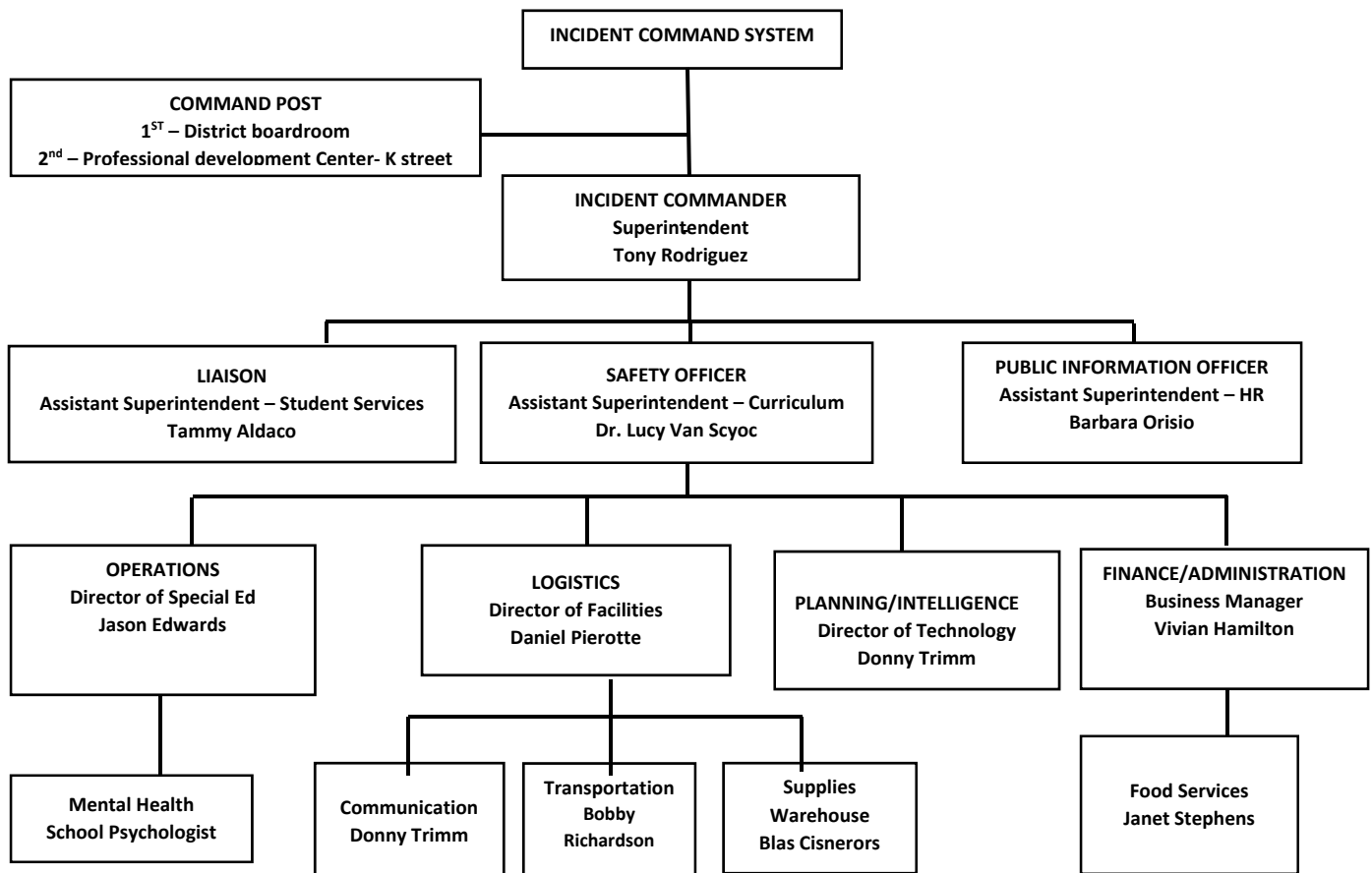
EVACUATION ROUTES:

The Superintendent or Designee is responsible for establishing and maintain safe evacuation routes from all buildings. Evacuation routes will be reviewed on an annual basis and updates will be made. Evacuation routes will be posted in the district office.

INCIDENT COMMAND SYSTEM ORGANIZATION

The Incident Command System organization is an emergency management structure has been developed to direct and control the response to a crisis on campus or at any district site. The Incident Commander is responsible for ensuring that Education Code and other requirements related to student safety and security are considered and met by the Unified Command team as they manage the emergency.

INCIDENT COMMAND SYSTEM



Incident Command System Descriptions:

Incident Commander:

The Incident commander is responsible for all emergency incident activities. In case of a site incident the Principal shall be the Incident Commander for the site emergency. The IC will assign staff to ICS positions as necessary and the development and implementation of strategic decisions.

Liaison Officer:

The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Safety Officer:

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances. In the absence of an Operations Chief or related Groups, take responsibility for critical safety functions, such as shutting down power, and marking known hazards during an emergency.

Public Information Officer:

The PIO is responsible for disseminating information to parents and the media. The PIO must work closely with the PIOs from law enforcement, fire, or other responding agencies to ensure the consistency and accuracy of information that is consistent, accurate, and timely.

The public and parents have the right and need to know important information related to an emergency/disaster at the school site as soon as it is available.

The PIO acts as the official spokesperson for the district in an emergency situation. A school site-based PIO should be used only if the media is on campus and the district PIO is not available. News media can play a key role in assisting the school in getting emergency/disaster-related information to the public (parents).

Information released must be preapproved by the Incident Commander.

Operations Chief:

The Operations Chief reports to the Incident Commander and manages the direct response to the disaster. Response "Groups" may include these and others:

- Student Care
- First – Aid
- Student release
- Student accountability

The Operations Chief will also establish a staging area to hold staff that is available for assignment.

Logistics Chief:

The Logistics Chief is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Certain supplies should be stored in advance on campus, while others may be obtained as needed for extended emergency operations.

Coordinate activities of the site logistics chief with those of the emergency response agencies.

Manages the direct response to the disaster. Response “Groups” may include these and others

- Search and Rescue
- Campus Evacuation
- Utilities
- Security

Planning Chief:

The Planning Chief is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of the resources.

Coordinates activities with the school planning chief with those of the emergency response agencies.

Finance/Admin Chief:

The Finance/Administration Chief is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. The finance chief is also charged with recording incident related staff hours, and initiating required Workers Comp claim procedures for staff injuries occurring during the incident.

Detailed checklist of these responsibilities are included in Appendix A.

General Emergency Procedures

The Emergency Action Plan has developed to provide a system of general procedures in case of an emergency. Consistent response is critical in making sure that all employees understand the procedure in case of any emergency.

There are four emergency situations that are covered in this emergency plan:

- ☐ Lock-Down: Office disorder, Active shooter, Hostage crisis, gunfire/police in vicinity, etc.
- ☐ Duck and Cover: Earthquake, Fire/explosion, Bomb threat, gunfire, etc.
- ☐ Shelter in Place: Chemical spill, Severe weather, Blackout, Power failure, Air pollution
- ☐ Evacuate Buildings: Fire in building, Chemical release, Gas leak, after earthquake, etc.

It is very important that staff understand the difference between the “Shelter in Place” and “Lock-Down” procedures outlined in this plan and to announce and use the proper procedure when appropriate.

Lock-Down is an action taken primarily to protect staff and students from a **HUMAN** threat. All buildings are secured, and everyone hides or otherwise strives to avoid detection.

SHELTER-IN-PLACE is an action taken primarily to protect students and staff from an **environmental** threat. In this case buildings do not need to be locked, and students and staff are free to move about must remain indoors. However, unlike Lock-Down, if students and staff are being kept indoors because of a potential threat from contaminated air, due to smoke or a chemical release for example, it is IMPERATIVE that staff recognizes the need to keep doors and windows closed, and the need to shut down heating, cooling and ventilation systems that may draw contaminated air into buildings. “Lock-Down” is NOT an appropriate substitute for “Shelter-In-Place in this situation.

Detailed information for each of the four emergency situations is included in Appendix B- Initial Actions.

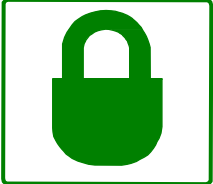
EXTENDED RESPONSE OPERATIONS

In the early stages of most campus emergencies, the School Incident Commander and school staff will implement one or more of the four “Initial Response Actions” outlined earlier in this plan. Some of these procedures are considered Extended Response Procedures:

- Bus Accident
- Building Evacuation
- Earthquake
- Hazardous Material Release
- Intruder on Campus
- Severe Weather
- Off-Campus evacuation
- Utility Loss or Damage
- Bomb threats
- Fire/Explosion/Building Collapse

These Emergency Extended Response Procedures are outlined in detail in Appendix C.

EMERGENCY ACTION GUIDE

WHEN YOU HEAR: “LOCKDOWN”/SHOTS FIRED	DO THIS: • ESCAPE: ○ Always move opposite the threat if you are outside, to a safe room nearby (to hide) or to a destination off-campus (know all exits) • HIDE: ○ Doors secure; lights out; blinds closed ○ Hide out of view (directly <i>under</i> windows and the corners of the same wall are usually best) ○ Stay quiet; Silence devices that might give your location away • FIGHT: ○ As a last resort, if your life is in imminent danger, attempt to incapacitate the threat ○ Work together; use element of surprise ○ Act with physical aggression; improvise weapons; don’t quit until threat is disabled	 LOCKDOWN
WHEN YOU HEAR: FIRE ALARM / ALL-CALL	DO THIS: • Stop and check for safest route • Go upwind from odor or smoke • Evacuate to safest assembly area	 EVACUATION
WHEN YOU HEAR/FEEL: SUDDEN SHAKING / VIOLENT CRASH / EXPLOSION	DO THIS: • Drop, Cover and Hold • Stay under table / chairs until event stops • Stay away from windows • Place <i>SAFE / HELP</i> sign in designated location • Check for safest evacuation route • If evacuating, do not lock doors → Use ORANGE / GREEN vest to signify “All Safe” or “Help Needed”	 DROP, COVER AND HOLD
WHEN YOU HEAR: “SHELTER IN PLACE”	DO THIS: • Close windows and doors • Await further instructions	 SHELTER IN PLACE
WHEN YOU HEAR: “ALL CLEAR”	DO THIS: • Return to regular schedule	 ALL CLEAR

EMERGENCY TELEPHONE NUMBERS

These emergency telephone number should be kept in a location that is immediately accessible in case of an emergency. This information will be updated annually and be provided to key individuals.

Name of Organization	Telephone Numbers
Fire, Medical Aid	911
District Office	559-688-2021
Fire Department	East: 559-684-4360 North: 559-684-4363 West: 559-684-4362
Local Police Department	559-686-3454
Sheriff Department	559-733-6211
Adventist Health Tulare	559-688-0821
California Highway Patrol	559-734-6767
English Radio Station 580 KMJ Radio	559-490-5858 or 1-800-776-5858
Spanish Radio Station	559-622-8703
SCE	1-800-655-4555
Southern California Edison	1-800-655-4555
Water	559-684-4324
Gas Company	1-800-427-2000
American Red Cross	559-732-6436

DISTRICT MANAGEMENT TEAM EMERGENCY CONTACTS

	First	Last	Site	Title	Cell Phone #	Alternate #
1.	Tony	Rodriguez	DO	Superintendent	559 901-9458	559 686-1580
2.	Dr. Lucy	Van Scyoc	DO	Asst Superintendent, Curriculum	559 679-7192	559 688-4663
3.	Barbara	Orisio	DO	Asst Superintendent, HR	559 303-8408	
4.	Tammy	Aldaco	DO	Asst Supt/Student Services	559 679-0377	
5.	Vivian	Hamilton	DO	Director of Business Services	559 901-5427	559 366-7011
6.	Daniel	Pierotte	DO	Director of Facilities	559 754-6146	
7.	Donny	Trimm	DO	Director of Technology	559 280-5584	559 688-3929
8.	Bobby	Richardson	DO	Director of Transportation	559 759-4492	
9.	Janet	Stephens	DO	Director of Food Servces	559 631-3185	
10.	Jason	Edwards	DO	Director of Special Education	559 303-0716	
11.	Carrie	Nelson	DO	Nurse	559 331-2455	
12.	Lupe	Aguilera	DO	Child Welfare & Attendance	559 827-1278	
13.	Denise	Douglas	DO	Coordinator of Educ Technology	559 302-8222	
14.	Courtney	Hendrickson	DO	AVID Coordinator	559 329-5525	
15.	David	McAllister	DO	Tech Curriculum Specialist	559 631-0351	
16.	Michelle	Nunley	TU	Principal	559 799-6994	559 685-1010
17.	Roger	Robles	TU	Assistant Principal	559 713-6742	559 972-2799
19.	Shanelle	Hererra	TU	Dean of Students	559 280-8939	
20.	Chandalin	Champlin	TU	Dean of Students	559 816-5691	
21.	Terry	Langlie	TU	Head Counselor	559 331-5331	559 686-2339
22.	India	Leal	TU	Counselor	559 624-0790	559 909-4636
23.	Jose	Marquez	TU	Counselor	559 445-0886	
24.	Michelle	Potts	TU	Counselor	559 731-5812	559 735-0227
25.	Miguel	Torres	TU	Counselor	559 901-9712	559 627-0208
26.	Liliana	Sanchez	TU	Counselor	559 471-6816	
27.	Diana	Hatton	TU	Athletic Director	559 679-9286	
28.	Lolly	Garcia	TU	Psychologist	559 960-7339	
29.	Kevin	Covert	TW	Principal	559 967-4159	559 687-1430
30.	Sara	Morton	TW	Assistant Principal	559 786-0346	
31.	Leandra	Garcia	TW	Assistant Principal/Counseling	559 679-3088	
32.	Rudy	Carrasco	TW	Dean of Students	559 694-1306	559 564-3324
33.	Angela	Martinho	TW	Dean of Students	559 303-1165	
34.	Arturo	Magallanes	TW	Counselor	559 300-9940	
35.	Cecilia	Moraza	TW	Counselor	559 303-7341	
36.	Katherine	Nunes	TW	Counselor	559 329-5116	559 303-4286
37.	Lizabeth	Prado	TW	Counselor	559 625-5733	
38.	Ana	Rivera	TW	Counselor	559 625-5733	
39.	Michelle	Gill	TW	Counselor	559 730-8806	

40.	Michael	Powell	TW	Athletic Director	559 901-6054	
41.	Stephanie	Farmen	TW	Psychologist	559 905-9582	
42.	Michele	Borges	MO	Principal	559 303-0968	
43.	Stephanie	Dietz	MO	Assistant Principal	707 294-7909	
44.	Rachel	Chapman	MO	Assistant Principal/Counseling	559 250-4166	
45.	Luis	Cobarruvias	MO	Dean of Students	559 553-3976	
46.	Armando	Martin	MO	Dean of Students	559 331-1378	
47.	Erika	Holguin	MO	Counselor	661 638-2507	
48.	Jennifer	Padilla	MO	Counselor	661 778-8362	
49.	Alejandra	Sanchez	MO	Counselor	559 827-8018	
50.	Bertha	Tello	MO	Counselor	559 917-1681	559 313-3878
52.	David	Terrel	MO	Athletic Director	559 331-0026	
53.	Gretchen	Vander Tuig	MO	Psychologist	559 331-1890	
54.	Steve	Ramirez	Alt Ed	Principal	559 936-4245	559 635-4668
55.	Richard	Torrez	Alt Ed	Dean of Students	559 905-8933	
56.	Susan	Meadows	Alt Ed	Psychologist	559 999-0527	559 981-2563
57.	Liz	Rocha	Alt Ed	Counselor	559 679-3355	559 991-6043
58.	Dereck	Domingues	SVCharter	Principal	559 269-9383	
59.	Veronica	Covert	SVCharter	Counselor	559 967-4160	
60.	Larriann	Torrez	TAS	Director	559 920-0664	
61.	Rosa	Vargas	TAS	Counselor	559 445-1691	
62.	Sylvia	Silva	TAS	Director of Vocational Nurse Ed	559 731-4882	
63.	Wendi	Powell	ACHS	Principal	559 901-5622	
64.	Sara	Zakarian	ACHS	Dean of Students	310 279-8713	
65.	Abel	Loza	ACHS	Counselor	559 361-3790	
66.	Roxanne	Bernard	ACHS	Psychologist	559 496-9991	
67.	Dan	Dutto	Farm	Director Ag Program	559 331-7091	

FEEDER SCHOOL EMERGENCY CONTACT LIST 2019-2020

Primary Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Work /Cell #:	Email Address:
Buena Vista School District	Carole Mederos	Supt/Principal	559 732-7162	559 686-9470		cmederos@buenavista eagles.org
Liberty School District	Keri Montoya	Supt/Principal	559 786-3349			kmontoya@liberty.k12.ca.us
Oak Valley Union School Dist	Heather Pilgrim	Superintendent	559 936-2657			h.pilgrim@oakvalleyschool.org
Palo Verde Union School Dist	Phil Anderson	Superintendent	559 972-8804			Phil@palo-verde.k12.ca.us
Pixley Union School Dist	Montgomery Dunbar	Superintendent	559 930-5150			mdunbar@pixley.k12.ca.us
St. Aloysius School	Holly Zamora	Principal	559 972-6207			hzamora@sastulare.com
Sundale Union School District	Terri Rufert	Superintendent	559 972-7320	559 686-0436		terri.rufert@sundale.org
Tipton School District	Stacey Bettencourt	Superintendent	559-804-6611			sbettencourt@tipton.k12.ca.us
Tulare Joint Union HS District	Tony Rodriguez	Superintendent	559 901-9458	559 686-1580		tony.rodriguez@tulare.k12.ca.us
Tulare City School District	Brian Hollingshead	Superintendent	559 967-8219	559 685-0933	559 805-9465	bhollingshead@tcsd.k12.ca.us
Waukena Jt Union School Dist	Deanna Cardoza	Superintendent	559 805-5373			deannac@waukena.k12.ca.us
Alternate Feeder School Contact:						
Feeder School:	Name:	Title:	Cell #:	Home #:	Alternate #:	Email Address:
Buena Vista School District	Dana Milanesio	Business Manager	559 936-2845	559 688-6182		dmilanesio@buenavista eagles.org
Liberty School District	Terri Shirk	Business Manager	559 280-1333			tshirk@liberty.k12.ca.us
Oak Valley Union School Dist	Matt Baxter	Principal	661 303-4522			mbaxter@oakvalleyschool.org
Oak Valley Union School Dist	Marvin Sanders	MOT Director	559 719-0821			
Palo Verde Union School Dist	Rose Machado	Assistant Principal	559 358-0998	559 688-0800		Rmachado@palo-verde.k12.ca.us
Pixley Union School District	Joel Munoz	Director, Maint & Oper	559 936-2381			
St. Aloysius School	Lani-Kay Silva	Bookkeeper			559 686-6250	lsilva@sastulare.com
Sundale Union School District	Cindy Gist	Principal	559 331-4092			cindy.gist@sundale.org
Tulare City School District	Philip Pierschbacher	Asst Supt/Personnel		559 687-9521	559 805-9370	ppierschbacher@tcsd.k12.ca.us
Tulare Jt Union HS Dist	Barbara Orisio	Asst Supt/HR	559 303-8408			barbara.orisio@tulare.k12.ca.us
Tulare Jt Union HS Dist	Tammy Aldaco	Asst Supt/Student Services	559 730-6329			tammy.aldaco@tulare.k12.ca.us
Tulare Jt Union HS Dist	Lucy Van Scyoc	Asst Supt/Curriculum	559 679-7192			lucy.vanscyoc@tulare.k12.ca.us
Waukena Jt Union School Dist	Loretta Myers	Business Manager	559 740-8175			lorettam@waukena.k12.ca.us

THREAT ASSESSMENT PROCEDURES

Definition: *What is a Threat?*

*A threat is an expression of intent to harm someone.

*Threats may be verbal, written, artistic or gestured.

Threats may be direct or indirect, and needs to be communicated to the intended victim or victims.
(“I’m going to get him.”)

Weapon possession is presumed to be a threat unless circumstances clearly indicate otherwise.
(“I forgot my knife was in my backpack.”)

When in doubt, assume it is a threat.

Types of Threats: Transient vs. Substantive

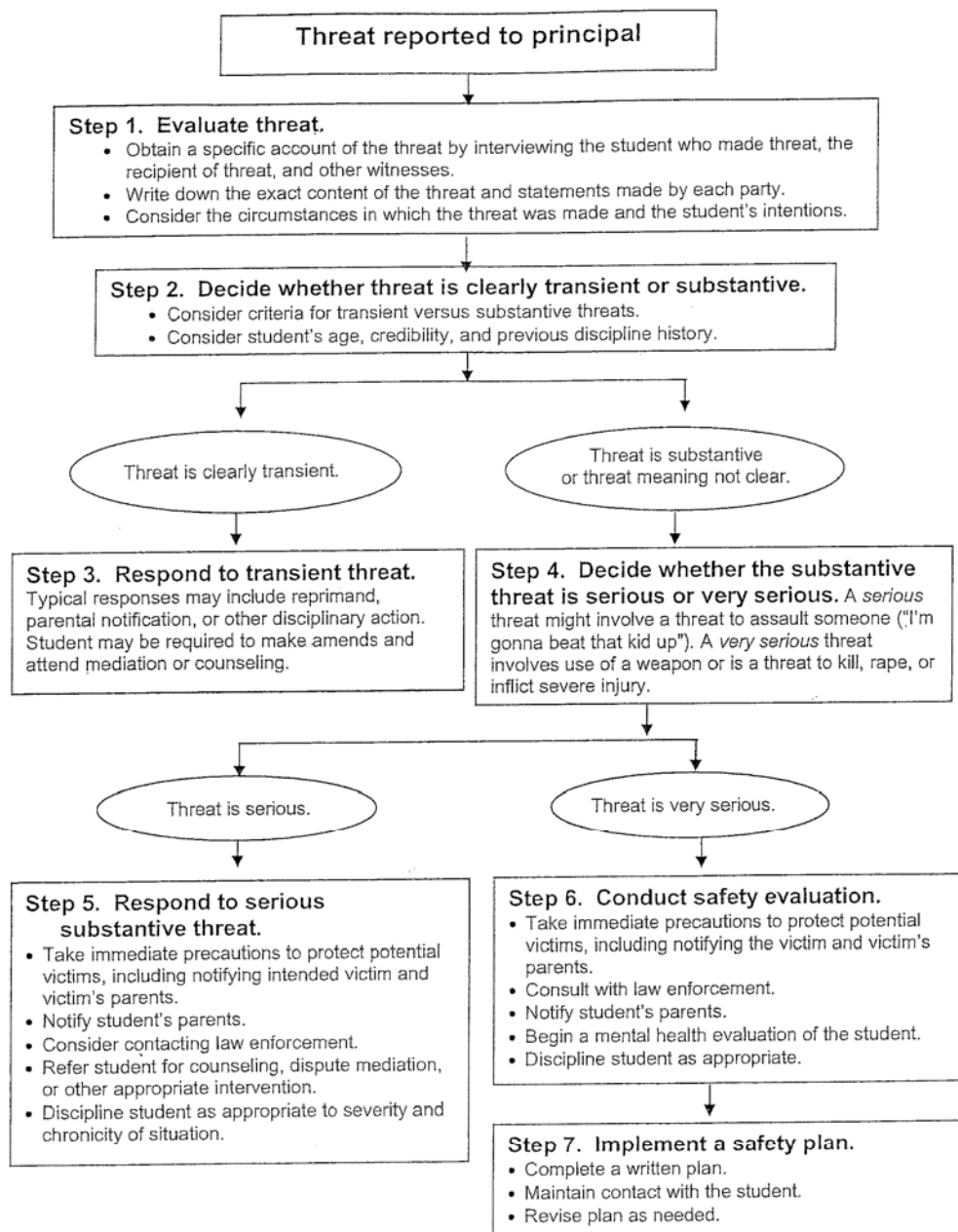
Transient:

Often are rhetorical remarks, not genuine expressions of intent to harm

- At worst, express temporary feelings of anger or frustration.
- Usually can be resolved on the scene or in the office.
- After resolution, the threat no longer exists.
- Usually end with an apology or clarification.

Substantive:

- Express intent to physically injure someone beyond the immediate situation.
- There is at least some risk the student will carry out the threat.
- Require that you take protective action, including warning intended victims and parents.
- May be legal violations and require police consultation.
- When in doubt, treat threats as substantive.



CHILD ABUSE REPORTING PROCEDURES

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom the Report is Made: An oral report to designated law enforcement agencies must be made immediately. The observing employee must contact:

- a. The Child Protective Services (CPS) Unit of the local Welfare or Human Services Department:

or
- b. The Jurisdictional Law Enforcement Agency
County Sheriff’s Department

Police Department (non emergency)

Emergency Number 911

Some District law enforcement may not meet the notification requirements prescribed by law to receive reports of child abuse. However, all law enforcement officers are mandated reporters.

A follow up written report must be submitted within 36 hours. Forms are available on site through the dean of student’s office or the assistant principal’s office.

School Interview Law: Penal Code 11174.3 imposes both a time sequence and series of duties on school personnel and the law enforcement investigator. This law is limited to child abuse victims only. The law speaks only to abuse which takes place in the home. When law enforcement comes to school to take the child into custody, rather than question the child, the interview procedures do not apply. The child is effectively under arrest.

Law enforcement (sheriff, police or CPS) may interview suspected victims of child abuse on school premises during school hours concerning child abuse in the home. The child may choose to be interviewed in private or may select an adult staff member to be present “to lend support”.

Step One – The investigator comes to school.

All investigations begin in the school office. The staff member “in charge” should ask for identification and the purpose of the proposed interview. When it is made clear that the

interview will focus on allegation of abuse in the home, the staff member in charge should be present with the child before the interview begins.

Step Two - The investigator must advise the child of the right to choose a staff member to be present during the interview.

What the school employee should do if:

1. The child chooses not to have a staff member present?
The staff member should leave the room.
2. The child asks for either the mother or father to be present?
School employees do not grant or deny such requests. This responsibility lies with the investigator.
3. The child changes their mind during the interview?
The law gives the child a continuous option to ask for an adult staff member or to send the staff member away.

Step Three – The child asks for an adult staff member to be present

What can the selected staff member do:

- a. The staff member, by law, may decline to sit in the interview
- b. The school administrator should inform the selected staff member of their duties during the interview. A copy of Penal Code 11174.3 should be supplied to the staff member who has agreed to be present.
- c. The staff member's role is one of a "comforter" during the interview. There is no questioning by the staff member and no discussion of the child abuse incident with the child. There must be no prompting by the staff member. Investigators should not attempt to ask or direct the staff member to coerce, suggest or elicit a response from the child.
- d. The law forbids disclosure of what the staff member hears or learns during the interview. This confidentiality disappears when a court orders testimony. No written report is required by the staff member.

California Penal Code 11174.3

“School Interview Law”

11174.3. (a)-- Whenever a representative of a government agency investigating suspected **child abuse** or neglect or the State Department of Social Services deems it necessary, a suspected victim of **child abuse** or neglect may be interviewed during **school** hours, on **school** premises, concerning a report of suspected **child abuse** or neglect that occurred within the **child's** home or out-of-home care facility. The **child** shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the **school**, including any certificated or classified employee or volunteer aide, to be present at the **interview**. A representative of the agency investigating suspected **child abuse** or neglect or the State Department of Social Services shall inform the **child** of that right prior to the **interview**.

The purpose of the staff person's presence at the **interview** is to lend support to the **child** and enable him or her to be as comfortable as possible. However, 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, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the **school** shall inform a member of the staff so selected by a **child** of the requirements of this section prior to the **interview**. A staff member selected by a **child** 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**. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

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

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

SUSPENSION AND EXPULSION POLICIES

TULARE JOINT UNION HIGH SCHOOL DISTRICT LEGAL CODE REGARDING STUDENT DISCIPLINE: EDUCATION CODE 48900 AND CONSEQUENCES

ALL PUPILS ENROLLED IN STATE PUBLIC SCHOOLS HAVE THE INALIENABLE RIGHT TO ATTEND CLASSES ON SCHOOL CAMPUSES THAT ARE SAFE, SECURE, AND PEACEFUL.

A pupil shall be suspended from school or recommended for expulsion if the Superintendent or the Principal or the Principal's designee of the school in which the pupil is enrolled determines that while under the jurisdiction of the school, the pupil has:

A. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.(2) Willfully used force or violence upon the person of another, except in self-defense.

B. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, the pupil has obtained written permission to possess the item from a certified school employee, which is concurred in by the Principal or the designee of the Principal.

C. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or being detected in the immediate area (motel room, vehicle, etc.) of any controlled substance, alcoholic beverage or intoxicant while under the responsibility of the school and with knowledge of the presence of the substance.

D. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and 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. Stolen 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.

I. Committed an obscene act or engaged in habitual profanity or vulgarity.

J. 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.

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.

L. Knowingly received stolen school property or private property.

M. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

N. Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

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

P. Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

Q. Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

R. Engaged in an act of bullying, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager. Any student found to engage in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, directed specifically towards a pupil or school personnel shall be suspended and a mandatory police report is made.

Bullying consists of one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act.

S. A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity.

T. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

U. As used in this section, "school property" includes, but is not limited to, electronic files and databases.

V. A superintendent of the school district 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.

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

- .2 – engaged in sexual harassment
- .3 - hate violence
- .4 - harassment, threats, intimidation against a pupil or group
- .7 – made terroristic threats against school officials or school property

A PUPIL WILL BE SUSPENDED OR EXPELLED for any of the above acts when that act is related to a school activity or school 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.

LEGISLATION requires school personnel to contact the police department for any violation involving alcohol or drugs.

DISCRIMINATION AND HARASSMENT POLICY

PROCEDURES FOR HANDLING HARASSMENT COMPLAINTS

California's Education code specifically prohibits discrimination and harassment against students and staff in schools on the basis of ethnic group identification, race, national origin, religion, color, mental or physical disability, actual or perceived sexual orientation or gender identity. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act. An important part of this intent is to prevent sexual harassment in the work and educational setting.

The Tulare Joint Union High School District (TJUHSD) will not condone, permit, or tolerate sexual harassment of employee or students in any manner whatsoever. Persons engaging in such harassment may be subject to discipline up to and including discharge or expulsion. TJUHSD will not tolerate sexual harassment of any student by any other student or district employee. Any case of harassment should be reported immediately to a school administrator.

Sexual Harassment Definitions

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
- (2) Submission to, or rejection of, the conduct by the individual is used as the basis of academic or employment decisions affecting the individual.
- (3) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working environment. The conduct is sufficiently severe, persistent, pervasive or objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
- (4) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school district.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

- (1) The campus or school grounds.
- (2) Properties controlled or owned by the school district.
- (3) Off-campus, if such activity is sponsored by the school district or is conducted by organizations sponsored by or under the jurisdiction of the school district.

Sexual harassment, as defined above, violates Title VII of the Civil Rights Act of 1964, regulatory guidelines of the Equal Employment Opportunity Commission, the California Fair Employment and

Housing Act and its regulatory guidelines, the California Education Code and District Board Policy. Violation of this policy shall constitute, generally, just and reasonable cause to discipline, up to and including termination or expulsion, and shall constitute, specifically, persistent violation of and refusal to obey the school laws of California and reasonable regulations prescribed for the governance of the District by the Board of Education of the Tulare Joint Union High School District under Education Code section 44932, subdivision (g).

COMPLAINT PROCESS: Employees or students believing that they have been subjected to sexual harassment or other forms of discrimination should bring his/her complaint to the attention of his/her immediate supervisor or the District's Affirmative Action Officer at the District Office, his/her teacher, counselor or school administrator.

Internal: To accommodate the unique nature of sexual harassment complaints, an internal process is provided for the primary purpose of resolving a complaint at the earliest possible date while protecting the confidentiality of the parties. In order to do this, the District Personnel Division will commence an investigation of each and every claim as expeditiously as possible following receipt. As part of this investigatory process, the District will:

- a) If the complainant is not satisfied with an informal attempt to resolve the matter and wishes to pursue it more formally, obtain a factual written statement of the complaint for the District Superintendent, his designee, or other department heads, site managers, etc., as required on a need-to-know basis.
- b) Obtain from the Associate Superintendent, Personnel, or his designee, authorization to investigate the complaint, review factual information collected to determine whether the alleged conduct constitutes sexual harassment — giving consideration to the record as a whole and the totality of circumstances — including the nature of the sexual advances and the context in which the alleged incidents occurred. At all times, information will only be shared on a need-to-know basis and confidentiality will be protected.
- c) Counsel the individuals involved and outline options available to them.
- d) Take or authorize appropriate action as defined by the Associate Superintendent, Personnel.
- e) Report to the individuals directly involved in the case as to the findings of any investigation and action taken.

External:

- a) If the complaint is not adjusted to the satisfaction of the employee or student in the internal complaint process, Title IX or other complaint forms are available for filing a formal complaint.
- b) Depending on the circumstances of the complaint, any steps of the internal process may be waived and the external process initiated at the appropriate step.
- c) As an alternative to these procedures, employees may contact the Office of California Department of Fair Employment and Housing (DFEH)

Employees or students should initiate complaints in a timely fashion. It should be noted that the District wishes to know of any complaint alleging sexual harassment as soon as possible after it occurs.

It is unlawful for the District to demote, suspend, reduce, fail to hire or consider for hire, fail to give equal consideration in making employment or academic decisions, fail to treat impartially in the context of any recommendation for subsequent employment or decisions in regard to academic conditions or otherwise deny any employment or academic benefit to an individual because that individual has filed a complaint alleging harassment.

Efforts will be made to protect the privacy of parties involved in the complaint process and will be shared only on a need-to-know basis and will not be considered public record or otherwise available to the general public.

GRIEVANCE PROCEDURE FOR HARASSMENT AND DISCRIMINATORY INTIMIDATION

PURPOSE:

To define the Tulare Joint Union High School District's policy on the prohibition and prevention of harassment and discriminatory intimidation in District employment and academic status or progress.

DEFINITION:

Harassment, as differentiated from sexual harassment, includes acts by one or more persons on another that repeatedly torment, pester, persecute, or otherwise persistently trouble to the point of causing extreme anxiety, frustration, anguish or fear of harm. These acts may be physically or verbally threatening as would be determined by a reasonable person's standard.

It is the intent of the District to provide a working and educational environment for all individuals which is free of harassment and discriminatory intimidation whether based on race, color, religion, sex, age, national origin, handicap or veteran status. Such harassment is in violation of federal and state laws, including Title VII of the Civil Rights Act of 1964 and the Age Discrimination in Employment Act.

The District will not condone, permit or tolerate harassment or discrimination against employees or students in any manner whatsoever. Persons engaging in such harassment or discrimination may be subject to discipline up to and including discharge or expulsion.

The District prohibits retaliation in any form for the filing of a complaint, the reporting of instances of harassment or discriminatory intimidation, or for participation in complaint procedures. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The District acknowledges and respects student and employee rights to privacy. Harassment and intimidation complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential, except to the extent necessary to carry out the investigation or proceedings as determined by the Superintendent or designee on a case-by-case basis.

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

The District recognizes that informal conferences can often lead to an early compromise agreeable to all parties in a dispute. Whenever all parties to a complaint agree to try resolving their problem through an informal process, the Superintendent or designee shall determine the process before beginning a formal compliance investigation.

The procedure for filing and investigating complaints is as follows:

Step 1 - Filing of Complaint:

Any individual, public agency or organization may file a written complaint of alleged intimidation or harassment. The complaint shall be presented to the Superintendent or designee, who will then give it to the administrator assigned to complaint investigations. The Superintendent or designee will maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other handicaps, District staff shall help him/her to file the complaint.

Complaints alleging unlawful discriminatory intimidation may be filed by a person who alleges that he/she personally suffered unlawful discriminatory intimidation or harassment, or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discriminatory intimidation or harassment. The complaint must be initiated no later than six months

from the date when the alleged intimidation occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination.

Step 2 - Mediation:

Within ten days of receiving the complaint, the investigating administrator shall informally discuss with the complainant the possibility of an informal meeting between the complainant and the employee named in the complaint. If all parties agree to meet, the investigating administrator shall make all arrangements for this process.

If the informal process does not resolve the problem within the parameters of law, the investigating administrator shall proceed with his/her investigation of the complaint.

Step 3 - Investigation of Complaint:

The investigating administrator shall hold an investigative meeting within five days of receiving the complaint or an unsuccessful, informal attempt to resolve the complaint. This meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative and the District's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses.

To ensure that all pertinent facts are made available, the investigating administrator and the complainant may ask other individuals to attend this meeting and provide additional information.

When the investigation is completed, the findings will be communicated to the complainant. If not satisfied with the results of the investigation, the complainant will be told of his/her right to bring harassment or discriminatory intimidation cases before the Department of Fair Employment and Housing or the Board of Trustees in closed session.

Tulare Joint Union High School District

Transgender and Gender Nonconforming students

Ensuring Equity and Nondiscrimination

DISTRICT GUIDE

Purpose: The purpose of this district guide is to advise schools regarding issues relating to transgender and gender nonconforming students in order to create a safe learning environment for all students, and to ensure that every student has equal access to all components of their educational program.

California law and District policy require that all programs and activities and employment practices should be conducted without discrimination based on sex, sexual orientation, or gender identity.

The guide does not anticipate every situation that might occur. It does offer suggested approaches to specific instances when the protections or the Safety of transgender and gender nonconforming students may come into question.

Definitions:

The following definitions apply...

“Transgender students” refers to students whose gender identity is different than from their sex at birth, and whose gender expression is different from the way males or females are expected to look or behave.

“Gender identity” refers to one’s understanding, interests, outlook, and feelings about whether one is female or male, or both, or neither, regardless of one’s biological sex.

“Gender expression” refers to the way a person expresses her or his gender, through gestures, movement, dress and grooming.

“Gender Nonconforming Students” refers to students that have a gender expression that does not conform with stereotypical expectations, for example, “feminine boys,” “masculine girls,” and students who are androgynous. Another example might be the boy who comes to school in clothing that some might perceive as “girls,” or the girls that might be perceived as “boys”.

***Note:** *The definitions provided are not meant to label a student but are intended as functional descriptors.*

Guidelines:

The following guidelines will be followed in the district...

Issues of Privacy:

All persons, including students, have a right to privacy; this includes keeping a student’s transgender status private. Therefore, school personnel will not disclose a student’s transgender status to others, including parents, and/or other school personnel, unless there a specific “need to know.”

Whenever discussing a particular issue such as conduct, discipline, grades, attendance, or health with a transgender or gender nonconforming student, focus on the conduct or particular issue, and not on any

assumptions regarding the student's actual or perceived gender identity. When school personnel must contact the parents of a transgender or gender nonconforming student, "best practice" will dictate that the student should be consulted first to determine an appropriate way to reference the student's gender identity.

Official Records:

The District is required to maintain a mandatory permanent pupil record which includes the legal name of the pupil and the pupil's sex. The District will change a student's official records to reflect a change in legal name or gender that has been changed pursuant to a court order. If a student indicates to school personnel that he or she wishes to be addressed by a name corresponding to his or her gender identity, that name may be entered in the "Alias" field of Aeries. This will serve to inform teachers of the name to be used when addressing the student.

Names/Pronouns:

Students are to be addressed by a name and pronoun that corresponds to the gender identity that the students consistently assert at school. Students may request to be addressed by their "preferred name" (and preferred pronoun) that corresponds to their identity without obtaining a court order or without changing their official records. This reference guide acknowledges that inadvertent slips or honest mistakes in the use of the preferred names or pronouns might occur, but it does not condone an intentional and persistent refusal to respect a student's gender identity.

It is strongly suggested that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in correspondence to the home or at conferences with the student's parents. In cases where students and parents may be in disagreement about the name and pronoun to be used at school, school administrators may refer families to appropriate outside counseling services.

Restroom Accessibility:

Schools may maintain separate restroom facilities for male and female students. At the discretion of the school administrator, a student may be provided access to a restroom facility that corresponds to the gender identity that the student consistently asserts at school. If the student and administrator feel that there is a reason or desire for increased privacy and safety, regardless of the underlying purpose or cause, any student may be provided access to a reasonable alternative restroom such as a single stall "unisex" restroom or the health office restroom. In all instances, decisions about alternative restroom use should be governed by the school administrator's judgment concerning the safety and best interests of the student in question.

Locker Room Accessibility:

Schools may maintain separate locker room facilities for male and female students. Schools may, however, provide a student access to a locker room facility that corresponds to the gender identity that the student consistently asserts at school. If there is a reason or desire for increased privacy and safety, regardless of the underlying reason, any student may be provided access to a reasonable alternative locker room such as:

1. Use of a private area (i.e., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom).

2. A separate changing schedule (either utilizing the locker room before or after the other students).

Sports and Physical Education Classes:

Transgender and gender nonconforming students are to be provided the same opportunities to participate in physical education as are all other students. Participation in competitive athletic activities and contact sports are to be resolved on a case-by-case basis and follows CIF regulations.

Dress Codes:

Dress code should be applied uniformly to all students. However, a transgender and/or a gender nonconforming student has the right to dress in accordance with the gender identity that the student consistently asserts at school, within the constraints of the school's dress code, as it relates to health and safety (e.g. prohibitions on wearing gang symbols, regalia, and apparel).

Transferring a student to another school:

School sites must ensure that transgender or gender nonconforming students are being provided a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence that threatens students is given immediate attention (i.e. investigating the incident, and, if appropriate, determining and enforcing corrective actions). In general, schools should endeavor to keep transgender or gender nonconforming students at their school site.

Although the remedy or response to a transgender or gender nonconforming student who is being discriminated against or harassed should not be an "automatic" opportunity transfer to another school, the request for a school transfer shall follow all established district policies on Intra-district transfers.

Schools may not offer a transfer to another school on the inaccurate assumptions that a transgender or gender nonconforming student "should expect to be harassed," or "has brought the harassment upon themselves by being open about their gender identity."

Discrimination/Harassment:

Complaints alleging discrimination or harassment based on someone's actual or perceived transgender or gender nonconforming identity are to be handled in the same manner as other discrimination/harassment complaints.

The Tulare Joint Union High School District strives to provide a safe and secure environment at all sites. Staff and administrators will treat every student as the gender with which he or she identifies, protect the safety and privacy of all students, and aggressively combat all forms of illegal discrimination. The district will ensure to educate the school community of these guidelines.

The Tulare Joint Union High School District strives to provide a safe and secure environment at all sites. Staff and administrators will treat every student as the gender with which he or she identifies, protect the safety and privacy of all students, and aggressively combat all forms of illegal discrimination. The district will ensure to educate the school community of these guidelines.

DRESS AND GROOMING POLICY

Administrative Regulation 5132(a)

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5) In addition, the following guidelines shall apply to all regular school activities:

All clothing shall be neat, clean and acceptable in repair and appearance and shall be worn within the bounds of decency, safety, and good taste as deemed appropriate by school administration.

1. Footwear must be worn at all times
2. Any apparel, jewelry, accessory, notebook, backpack, or manner of grooming, which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in gangs, advocates drug use, violence, disruptive behavior or is offensive is prohibited. A behavior contract is enforced based on gang associated activities.
3. Caps and hats are not permitted on campus. From November 1st to March 1st, beanies will be allowed outdoors and must be:
 - o Solid black or white
 - o Free of designs other than district/school logos

Upon approval by site administration and for sun protection, students are allowed to wear a full brim hat that is constructed of cotton or canvas material, capable of being folded up while in the classroom.

These hats must be:

- o Free of any type of logo or writing
 - o Solid white or khaki color
 - o Removed upon entering building
4. See-through, bare midriff, fishnet blouses, spaghetti strap tops (straps must be one (1) inch or wider), low cut, revealing tops, muscle shirts, strapless tops, off-the-shoulder and undershirts are prohibited. Shirts cut low under the arm will not be acceptable. No student may wear clothing that contains words that are suggestive or has suggestive double meanings of lewdness, obscenity or vulgarity. Clothing advertising alcohol, drug or tobacco products is prohibited.
 5. The length of shorts must be within the bounds of decency and in good taste as appropriate for school. All shorts, skirts, and skorts must reach mid-thigh. Biker shorts shall not be worn as outer garments.
 6. Any clothing, hairstyle, piercings, or styles of dress that may cause a threat, have a negative effect or disrupt the educational process will not be permitted.
 7. Shirts must be worn at all school activities including sporting events. Bare midriffs will not be allowed.
 8. No bagging or sagging clothes are permitted. Pants must fit at the waist, hips, crotch and thighs. Belts must be tucked into the pant loop. No inappropriate holes or frays will be permitted.
 9. Bandannas are not allowed at school or at school-sponsored events.
 10. Towels, T-shirts, folded shirts or any other clothing article cannot be worn around the neck, draped over the shoulder, or hanging from the pocket.
 11. Heavy chains that may pose a danger are prohibited.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

12. Sports jerseys are not allowed on campus other than those with district/school logos.

(cf. 3260 - Fees and Charges)

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

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Safe Ingress/Egress of Pupils, parents, and school Employees

Safety of students, parents, and school personnel begins with the access to the school site. The following District rules have been instituted to support a safe environment for all:

- *All visitors entering our campus are to sign in at the Front Administrative Office Desk

- *All students are to exit and enter vehicles at the designated areas.

The High Schools have a Modified Closed Campus. Juniors and Seniors are permitted to leave for off-campus lunch; Sophomores who meet graduation and attendance requirements are also allowed beginning Spring Semester. Freshmen students must remain on campus and are not permitted to leave.

Students are not to leave the school campus unless they are being picked up by a parent or authorized person whose name appears on the student's emergency card on file in the school office/on Aeries, or unless a notification is given by the parent in writing. Acceptance of a facsimile with the parent's signature may be approved by the school administration in emergency situations.

DISCIPLINE PROCEDURES

Tulare Joint Union High School District

Discipline Code Summary

GENERAL AIMS

This summary of the revised Discipline Code of the Tulare Joint Union High School District is given to all of our parents and students. We want to make certain that students, parents and staff understand that school regulations governing discipline are based on written rules. Each staff member of the Tulare Joint Union High School District who works with students and parents has been given the opportunity to read and understand these rules and regulations.

This Discipline Code clearly spells out unacceptable actions by students against persons or property. It is also designed to protect the constitutional rights of students. In recent years the courts have emphasized the constitutional principle that students do have certain rights when they attend our schools. Such rights include freedom of expression, speech, and equal educational opportunity. Along with these rights come additional responsibilities on the part of the students. The staff of the school system will work with the students to help them understand their rights and responsibilities and to grow to maturity with additional respect for fairness, justice and truth.

When students are suspended or expelled from school or school activities, we take this action to protect the physical safety of other students or staff or to ensure that classroom instruction is continued without interference. The general safety, well-being, and educational goals of all students must be considered along with the rights and responsibilities of each individual.

Before a student can be suspended, a hearing by local school officials must be given to each student who has been accused of violating the Discipline Code. Parents or guardians must be notified by mail stating the specific acts for which the suspension was ordered. The parents will be invited to the school to discuss the matter.

California law permits suspension from school and school activities for a period of five days, except while waiting for action by juvenile court or the Board of Trustees, when time may be extended. In expulsion cases, a full hearing is given to each student. This is held before a panel of administrators and teachers appointed by the Board of Trustees. The facts of each case are carefully reviewed in this hearing and findings from the administrative panel are presented to the Board of Trustees in executive session with a recommendation. Final action is taken by the Board of Trustees in open session. The complete Discipline Code with its supporting data is a very long document. Copies are kept at each school and may be examined there by patrons and students. It is our hope that these rules and regulations will help our schools to carry on in the best tradition and without interrupting their main function - that of giving each student the best education possible. The complete California Education Code may be secured on the web at www.cde.ca.gov.

EXPECTED STUDENT BEHAVIOR

The Board of Trustees of the Tulare Joint Union High School District, in support of public education and the exercise of general supervision of the secondary schools of the District, believes that the conduct of students attending the high schools must establish an educational climate conducive for the furtherance of educational opportunities for youth and the promotion of learning.

To assure this aim, the people of the State have empowered local boards of education to regulate student conduct.

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. (E.C. 35291)

All pupils shall comply with the regulations, pursue the required course of study, and submit to the authority of the teachers of the schools. (E.C. 48908)

There is a place and an appropriate educational program in our schools for every student interested in pursuing an education. The law requires attendance of youth between certain ages and the public has, through numerous legislative enactments, expressed its will that educational opportunities shall be provided for all.

RULES AND REGULATIONS

The following conduct is not permitted. Rules and regulations are established to maintain an atmosphere conducive to learning. Students who fail to comply with these rules and regulations will be counseled, reprimanded, suspended or expelled and/or arrested as the laws are applied.

Suspension shall be imposed only when other means of correction fail to bring about proper conduct, provided that a pupil may be suspended for any of the reasons enumerated in E.C. Sections 48900 (a-s), 48900.2, 48900.3, 48900.4, 48900.7, 48901.5 and sections of 48915 upon a first offense.

a) The principal may recommend a pupil's expulsion for any of the acts enumerated in Section 48900 and in sections of E.C. 48915.

b) Upon recommendations by the principal or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated E.C. Sections 48900 (a-s), 48900.2, 48900.3, or 48900.4, 48900.7; and that other means of correction have repeatedly failed to bring about proper conduct, or due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others and that other means of correction are not feasible. The governing board shall order expulsion for violation of E.C. 48915 (c-1) to (c-5).

CAUSES FOR DISCIPLINARY ACTION

Violations relating to Persons

ABUSE / HARASSMENT, THREATS OR INTIMIDATION (physical or verbal attack on district employee or student) (E.C. 44810, 48900 (a)(1), (a)(2), 48900 i and o, 48900.4, 48900.7; P.C. 71)

ASSAULT AND BATTERY (assault or battery upon another student or upon school personnel; threat of force or violence toward school personnel, at any time or place related to school attendance or functions) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), 48915 (c-2), (a-1), (a-2), (a-5); P.C. 240-243, 245)

BUS CONDUCT (continued disorderly conduct or persistent refusal to submit to authority of the driver) (C.A.C. 14103)

DEFIANCE, DISRESPECT, ETC. (insubordination or defiance toward school employees, either in language or action) (E.C. 48900 k; 48908)

ELECTRONIC LISTENING OR RECORDING DEVICE (It is the students' responsibility to make sure that all devices, including cell phones, are turned off and secure during the official school day. use of all

electronic communication devices, without prior consent of the principal, is prohibited. (E.C. 51512, 48901.5)

EXTORTION / ROBBERY (taking possessions from another person by threat or force) (E.C. 44014, 44810, 48900 (a)(1), (a)(2), e and g, 48915 (a-4); P.C. 240, 241, 524)

FIGHTING (involvement in fighting either in groups, gangs, or as an individual on school premises or elsewhere under authority of school personnel) (E.C. 32210, 44807, 44810, 48900 (a)(1), (a)(2), 48915 (a-1))

FORGING (forging notes, signatures, excuses or other school documents) (E.C. 48900 k; P.C. 470)

GAMBLING (any betting, gaming played with cards, dice, coins, or other items of value is prohibited) (P.C. 330)

HAZING / HATE VIOLENCE (committing any act that injures, degrades, or disgraces any fellow student or person attending the institution) (E.C. 32050-32051; 48900 q; 48900.3; 233) (Ref. 610R Admin. Code and AB 1785. See definition of hate violence in KHSD Discipline Code)

KEYS (illegal possession, unauthorized use or duplication of keys to school buildings or premises) (P.C.469)

RECEIVING STOLEN PROPERTY (knowingly received stolen school property or private property) (E.C.48900 l)

SECRET CLUBS (membership on school campus prohibited) (E.C. 48900 k)

SEXUAL HARASSMENT / ASSAULT (unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting)(E.C. 48900.2, 212.5, 48915 (c-4))

STEALING (stealing school property or from persons while on school property or at school sponsored events) (E.C. 19911, 35291, 44807, 48900 g; P.C. 484-485)

TARDINESS / TRUANCY (late to class; missing class(es) illegally) (E.C. 48260-48262)

VEHICLES (failure to observe posted traffic and parking regulations) (V.C. 21113, 42001)

OTHER OFFENSES (serious infractions of behavior standards, not identified above, inimical to the welfare of the school, including buildings, property, staff, students or other personnel during the school day or while in attendance at school functions) (E.C. 48212, 48900 (a)(1) to 48900 o, 48915)

VICTIMS OF VIOLENT CRIMES

Victims of violent crimes, while in or on school grounds, will have the option of an intra-district transfer. Incidents will be reviewed on a case by case basis to determine whether a student is the victim of a violent offense as provided for in the California Penal Code.

VIOLATIONS RELATING TO STUDENT DRESS

The District believes that appropriate dress and grooming contribute to a productive learning environment. 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 interferes with the educational process. Clothing and personal adornment styles change frequently and any “dress code” which explicitly defines acceptable school wear quickly becomes outdated. Therefore, the Tulare Joint Union High School District school administrators have utilized the following general guidelines to make case by case judgments regarding appropriateness of school attire.

Guidelines:

DISRUPTIVE CLOTHING / ADORNMENTS (Any clothing or adornment which causes reactions by other students causing the teacher to lose the attention of the students, to modify or cease instructional activities, or to deal with student confrontations or complaints.)

SLOGANS, ILLUSTRATIONS (Slogans or illustrations which promote the use and/or glorification of drugs, alcohol or tobacco are not acceptable. Profane, vulgar, racial, ethnic or sexist slogans or illustrations on articles of clothing also are not acceptable.)

REVEALING APPAREL (Any see-through apparel or attire which does not cover undergarments is not acceptable.)

DANGEROUS ATTIRE (Attire which may be used as a weapon may not be worn -- e.g.: steel-toed boots, chains, items with spikes or studs.)

"COLORS" (The presence of any apparel, jewelry, accessory, notebook, or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes or advocates membership in a group or gang which advocates drug use, racial or ethnic disharmony, or which advocates violence or other disruptive behavior, is prohibited.)

UNSAFE APPAREL (Any attire or adornment which creates a safety hazard for the wearer or others is prohibited. Included within this criteria is the expectation that all students will wear shoes.)

SPECIFIC CLOTHING REQUIREMENTS (Specific learning activities in shops, labs, on-the-job training in business/industry, or co-curricular activities may have additional clothing and appearance regulations.)

CLEANLINESS (All clothing should be reasonably clean.)

CONSEQUENCES OF DRESS AND GROOMING VIOLATIONS

First Violation - Home contact and the violator will be requested to change clothing, hairstyle or cosmetic.

Second Violation - Home contact and alternative to suspension or suspension if student refuses alternatives.

Third Violation - Home contact and suspension.

VIOLATIONS RELATING TO STUDENT EXPRESSION

LEWD OR LASCIVIOUS ACTS (engaging in or performing lewd or lascivious acts on school grounds or at school sponsored activities) (P.C. 314)

PROFANITY / VULGARITY (continual or habitual use of profanity or vulgarity) (C.A.C. 300; E.C. 48900 I)

VIOLATIONS RELATING TO CAMPUS DISTURBANCE

FALSE FIRE ALARMS (willfully tampers with any fire alarm equipment or deliberately sounds a false fire alarm) (E.C. 48900 k; P.C. 148.4)

LOITERING (persons on school premises unlawfully) (P.C. 653 g)

PICKETING (persons posted to affect the school) (P.C. 407, 409)

SIT-INS, WALK-ONS, ETC. (violations of rules governing lawful assemblage on school grounds or at school events; failure to disperse) (PC. 407, 409, 416, 420 j, p, 626.2, 626.4, 626.6, 626.8)

TRESPASSING / FORCED ENTRY (trespassing or forced entry with respect to school buildings or school events)

(E.C. 32210, 44810; P.C. 902 p, 626.8)

UNAUTHORIZED VISITORS (persons who come into any school building or onto any school ground or adjacent areas without lawful business thereon) (E.C. 44810; P.C. 626.8, 647 b, 653 g)

VIOLATIONS RELATING TO PROHIBITED ITEMS

ALCOHOL / INHALENTS (use or possession on school campus or at school sponsored events) (B. & P.C.

25608, 25658, 25662; C.A.C. 14251; E.C. 48900 c, 48915 (a-3); P.C. 647 e)

CHEMICAL SPRAYS (possession of or use of any chemical weapon) (E.C. 48900 b; P.C. 12403.7 (4))

DRUGS / NARCOTICS (use, possession or sale of narcotics or other hallucinogenic drugs or substances or any other controlled substances on school grounds or elsewhere under the authority of school personnel) (E.C. 48900 c, 48915 (a-3), (c-3); H. & S. C. 11350, 11353, 11354, 11357, 11359, 11361, 11377, 11378, 11380; P.C. 647 e)

Offered, arranged or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance, or material in lieu of the substance. (E.C. 48900 d; H. & S. C. 11382)

DRUG PARAPHERNALIA (possession of, offered, arranged, or negotiated to sell drug paraphernalia) (E.C. 48900 j)

ELECTRONIC SIGNALING DEVICES (use of any electronic signaling device is prohibited during the official school day, except for health reasons when prescribed by a licensed physician and approved by school administration) (E.C. 48901.5)

TOBACCO (use or possession of tobacco or any products containing tobacco or nicotine products on school grounds or elsewhere while under the authority of the school) (E.C. 48900 h; 48901)

WEAPONS OR THREAT THEREOF (possession, sale or furnishing of any firearm (gun), knife, explosive, or other dangerous object of no reasonable use to the pupil at school, or at a school activity off school grounds) (C.C. 1714.1, 1714.3; E.C. 48900 b, 48915 (a-2), (c-1), (c-2); P.C. 245. 626.9, 626.10, 653 k, 12020, 12021.2, 12301)

Possession of an imitation firearm (gun). (E.C. 48900 m)

SEARCH AND SEIZURE (personal or private property on school grounds, adjacent to the school, or while under the authority of school personnel, is subject to search and seizure by school officials) (E.C. 493331; H.& S.C. 11364.7, 11471)

LASER POINTERS OR LASER DEVICES (possession, sale or the furnishing of any device that conducts a laser beam such as a laser pointer is strictly prohibited.) (E.C. 48900B)

VIOLATIONS RELATING TO PROPERTY

BOMB THREATS (false report that a bomb or other explosive has been placed in school buildings or on school grounds) (L.C. 3367; P.C. 148.1)

DEFACING OR DAMAGING SCHOOL PROPERTY (VANDALISM) (acts which endanger life of students, employees or visitors or result in damage to school buildings, school property including electronic files and databases or possessions of students, staff members or visitors; parent or guardian is responsible for damages) (C.A.C. 305, C.C. 1714.1; E.C. 19910, 48900 f, 48904; G.C. 6201, 53069.5, 53069.6; P.C. 451, 452, 594, 594.5, 602 j)

FIRES, EXPLOSIVES OR THREAT THEREOF (fires or explosives which threaten or cause serious damage to human life or property on campus or at school sponsored events; parent or guardian is responsible for damages) (E.C. 48900 (a)(1), b, 48904, 48915 (a-2); H & S.C. 12304-12306; P.C. 451, 452)

DEFINITION OF TERMS

PROBATION: Placing a student on a trial basis because of prior conditions; must meet specified conditions for a given period of time.

TRANSFER TO ANOTHER CLASS / SCHOOL: A student may be transferred to another class in the same school. A student may be transferred to another school; this decision follows a hearing at the school, or district office.

DETENTION: Keeping a student in custody for a defined period of time in special rooms under staff supervision.

PARTICIPATION DENIAL: Preventing the student from participating in school activities.

SUSPENSION: Temporary denial of class and/or school attendance for causes of action committed on school property, school buses, at school functions, or elsewhere. Usually students are referred by teachers to the appropriate administrator for disciplinary actions if the students are unresponsive to normal classroom and/or school expectations of behavior.

EXPULSION: Action by the Board of Trustees to deny the right of school attendance with a time limit. (E.C. 48915-48918)

EXEMPTION: Action to eliminate the requirement of compulsory school attendance; not related to misconduct.

(E.C. 48220, 48221, 48410)

EXCLUSION: Action by the Board of Trustees to discontinue attendance for either a definite or indefinite period of time.

(E.C. 46010.5, 48211, 48212)

EXTRA-CURRICULAR ACTIVITIES

Participation and/or attendance at extra-curricular activities is considered a part of the educational program for students. Participants carry extra responsibilities as representatives of their schools. Student conduct rules also apply to extra-curricular activities. Penalties in most cases will require some loss of participation privileges. Disciplinary action procedures outlined in the adopted code will be followed by the member schools in order that each case might be evaluated individually as prescribed by the Board. A summary of the Athletic and Activity Control Code with a more detailed explanation of the rules and regulations is included in this document. A complete draft is available at your school site.

STUDENT EXPRESSION

Students have the right to exercise free expression; however, student expression, assemblage and/or publication distribution shall not materially disrupt class work, involve substantial disorder, or invade the rights of others. The Board of Trustees has adopted regulations establishing the time, place and manner for these activities as related to class schedules and physical campus arrangements in each school.

ENFORCEMENT

The certificated staff of the schools and the district shall enforce all school regulations as prescribed by law and Board regulations. The administration of each school shall enforce the Board adopted regulations to maintain proper conditions for the safety, health and physical well-being of all persons on campus and elsewhere while engaged in school-sponsored activities.

Suspension of students will be ordered by the principal after the appropriate notice and hearing have been given students. Expulsions may be ordered by the Board of Trustees when charges are substantiated after a proper hearing.

Should the student be expelled by the Board of Trustees of the Tulare Joint Union High School District, the action may be appealed by the student or parent to the County Board of Education.

The Tulare Joint Union High School District police force provides armed, POST-certified police officers at all comprehensive school sites. Also on campus are anywhere from one to two adult security team members. As such, only the Tulare Police Department and Tulare County Sheriff's Office constitute larger police agencies in Tulare County.

RIGHTS AND RESPONSIBILITIES

In our form of government the judicial system interprets the law and its applications and orders compliance with its interpretations. Judicial decisions have constantly supported the authority of the State and of school officials to prescribe and control conduct in the schools. This has been extended from control of students while on the school grounds to also maintaining order at other events, such as athletic contests. In recent years, however, the courts have recognized the student's legitimate right to a public education which is protected by the Due Process Clause of the Constitution of the United States. This right cannot be taken away for misconduct without adherence to the minimum procedures required by that clause.

The U.S. Supreme Court has made clear that students cannot collide with the rights of others without expecting a penalty. "But conduct by the student, in class or out of it, which for any reason - whether it stems from time, place, or type of behavior - materially disrupts classwork or involves substantial disorder or invasion of the rights of others is, of course, not immunized by the constitutional guarantee of freedom of speech."

The role of the parent continues to be of primary importance in the education and control of the student. Parents are encouraged to help their youngsters by stressing the importance of a sound education and by forming a cooperative partnership with the schools to help guide and influence the education of the youngsters.

REFERENCE ABBREVIATIONS

B. & P.C.-	Business and Professions Code
G.C. -	Government Code
C.A.C. -	Calif. Administrative Code, Title 5
H. & S.C.-	Health and Safety Code
C.C. -	Civil Code
L.C. -	Labor Code
E.C. -	Education Code
P.C. -	Penal Code
V.C. -	Vehicle Code

THE COMPLETE DISCIPLINE CODE IS AVAILABLE FOR YOUR INSPECTION AT EACH SCHOOL.

The Discipline Code was adopted by the Board of Trustees of the Tulare Joint Union High School District on July 15, 2009.

Revised May 1985; June 1993; July 1995; May 1997; May 1998; May 2003; July 2006.

HATE CRIME POLICIES AND PROCEDURES

The Tulare Joint Union High School District Administrative Code addresses hate-motivated behavior in
Article 600 (R)

613.7 Hate Motivated Behavior

613.7.1.1 Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint against the appropriate school official in accordance with district complaint procedures.

613.7.1.2 Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee and law enforcement, as appropriate. Students who engage in hate-motivated behavior shall be subject to discipline in accordance with the District's Discipline Code.

613.7.1.3 The principal or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

APPENDIX A –

Incident Command System Position Checklists

Incident Commander

Liaison Officer

Safety Officer

Public Information Officer

Operations

Logistics

Planning

Finance/Administration

INCIDENT COMMANDER

RESPONSIBILITIES:	The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Incident Command Post to observe and direct all operations. The Incident Commander must maintain span of control and diligently delegate responsibility to avoid becoming overwhelmed.
SAFETY:	Ensure your safety and the safety of others. Brief your subordinates: - υ Take no action that might endanger you. - υ Do not work beyond your expertise. - υ Use appropriate safety gear. - υ Size up the situation first. - υ Follow all operational and safety procedures.
START-UP ACTIONS	☐ Implement the Crisis Response Plan and necessary Initial Actions such as “Lock Down” or “Shelter-In-Place”. ☐ Establish an Incident Command Post and stay there! ☐ Obtain the school Crisis Response Box and keep it with you.
OPERATIONAL DUTIES:	☐ Assess the type and scope of emergency. ☐ Determine the threat to human life and structures. ☐ Distribute Crisis Response Box materials to emergency responders as needed. ☐ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives. ☐ Activate ICS functions and assign positions as needed. ☐ Use the “Campus Emergency Assignment Worksheet” to assist you in filling and tracking position assignments. ☐ Designate a backup or alternate Incident Commander ☐ Assemble and brief subordinates ☐ Continue to monitor and assess the total school situation. ☐ Check with Command Staff and section Chiefs for regularly for updates. ☐ Reassign personnel as needed. ☐ Report to the school district on the status of students, staff, and facility, as needed (Site Status Report). ☐ Develop and communicate revised incident action plans as needed.

INCIDENT COMMANDER – CONTINUED

OPERATIONAL DUTIES (CONTINUED):	☐ Begin student release when appropriate. ☐ NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian. ☐ Authorize the release of information. ☐ Utilize your back-up and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post. ☐ Plan regular breaks for all staff and volunteers. Take care of your caregivers! ☐ Release teachers as appropriate and per district guidelines. (By law, during a disaster, teachers become disaster workers.) ☐ Remain on and in charge of your campus until the incident is concluded. Should you have to leave campus, appoint a Deputy IC to fulfill the command role in your absence.
CLOSING DOWN:	☐ Authorize deactivation of positions when no longer needed ☐ Ensure that any open actions not yet completed will be taken care of after deactivation. ☐ Ensure the return of all equipment and reusable supplies. ☐ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit. ☐ Announce the termination of the emergency and proceed with recovery operations if necessary.

COMMAND STAFF

LIAISON OFFICER

RESPONSIBILITIES:	The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
SAFETY:	Ensure your safety and the safety of others. Brief your subordinates: - υ Size up the situation first. - υ Take no action that might endanger you. - υ Do not work beyond your expertise. - υ Use appropriate safety gear. - υ Follow all operational and safety procedures.
START-UP ACTIONS:	☐ Check in with the Incident Commander for a situation briefing. ☐ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL DUTIES:	☐ Brief agency representatives on the current situation, priorities, and incident action plan. ☐ Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans. ☐ Provide periodic update briefings to agency representatives as necessary.
CLOSING DOWN:	☐ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

COMMAND STAFF**SAFETY OFFICER**

RESPONSIBILITIES:	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances. In the absence of an Operations Chief or related Groups, take responsibility for critical safety functions, such as shutting down power, and marking known hazards during an emergency.
SAFETY:	Ensure your safety and the safety of others. - υ Size up the situation first. - υ Take no action that might endanger you. - υ Do not work beyond your expertise. - υ Use appropriate safety gear. - υ Follow all operational and safety procedures.
START-UP ACTIONS:	☐ Check in with the Incident Commander for a situation briefing. ☐ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL DUTIES:	☐ Monitor emergency response activities for safety. ☐ Identify and mitigate safety hazards and situations. ☐ Stop or modify all unsafe operations. ☐ Ensure that staff use appropriate safety equipment. ☐ Think ahead and anticipate situations and problems before they occur. ☐ Anticipate situation changes, such as cascading events, in all planning. ☐ During emergencies, provide advice and assistance as needed to the Operations Chief and Groups ☐ 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 assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

COMMAND STAFF**PUBLIC INFORMATION OFFICER (PIO)**

RESPONSIBILITIES:	

	The PIO is responsible for disseminating information to parents and the media. The PIO must work closely with the PIOs from law enforcement, fire or other responding agencies to ensure the consistency and accuracy of information that is consistent, accurate, and timely. The public and parents have the right and need to know important information related to an emergency/disaster at the school site <i>as soon as it is available.</i> The 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 be used only if the media is on campus and the district PIO is not available. News media can play a key role in assisting the school in getting emergency/disaster-related information to the public (parents). Information released must be preapproved by the Incident Commander.
SAFETY:	Ensure your safety and the safety of others. Brief your subordinates: - υ Size up the situation first. - υ Take no action that might endanger you. - υ Do not work beyond your expertise. - υ Use appropriate safety gear. - υ Follow all operational and safety procedures.
START-UP ACTIONS:	☐ Check in with the Incident Commander for a situation briefing. ☐ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL DUTIES:	☐ Keep up to date on the situation. ☐ Gather facts and write news releases/statements. ☐ Releases must be approved by the Incident Commander and should reflect: - υ Reassurance – What is being done to protect students - υ Incident or disaster cause and time of origin. - υ Size and scope of the incident. - υ Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names. - υ Other information the school needs distributed. (Continued on next page)

PUBLIC INFORMATION OFFICER (PIO) – CONTINUED

OPERATIONAL DUTIES: (continued)	☐ Provide talking points if the Incident Commander has approved someone other than the PIO to speak to the media. ☐ Coordinate with law, fire or other involved PIOs to ensure information released is consistent and accurate. ☐ Ensure updates are made throughout the day, even if nothing new has happened. ☐ Remain accessible to the media. ☐ 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 using the phrase “no comment.” ☐ Remind school staff to refer <i>all</i> questions from the media or parents to the PIO. ☐ Update information periodically with the Incident Commander. ☐ Ensure that announcements and other information are translated into other languages as needed. ☐ Monitor news broadcasts about the incident. Correct any misinformation heard. Control rumors!
CLOSING DOWN:	☐ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

OPERATIONS SECTION**OPERATIONS CHIEF**

RESPONSIBILITIES:	The Operations Chief reports to the Incident Commander and manages the direct response to the disaster. Response “Groups” may include these and others: ▪ Student Care ▪ First-Aid ▪ Student Release ▪ Student accountability The Operations Chief will also establish a Staging Area to hold staff that is available for assignment.
SAFETY:	Ensure your safety and the safety of others: - υ Size up the situation first. - υ Take no action that might endanger you. - υ Do not work beyond your expertise. - υ Use appropriate safety gear. - υ Follow all operational and safety procedures.
START-UP ACTIONS:	☐ Check in with the Incident Commander for a situation briefing. ☐ Obtain necessary equipment and supplies from any emergency kit pre-established for your position. ☐ Be certain to obtain ICS JOB AID sheets for Operations groups.
OPERATIONAL DUTIES:	☐ Assume the duties of all operations positions until staff are available and assigned. ☐ Establish a personnel staging area to hold unassigned staff. ☐ Determine, based on the situation, which “Groups” need to be activated and staffed. ☐ As staff arrives, brief them on the situation, and assign them, or hold them in the Staging Area until needed or released. ☐ Distribute ICS JOB AIDS to key staff as needed. ☐ Assign work locations and tasks to section personnel. ☐ Keep the Incident Commander informed of current situation, progress of work, and personnel and equipment needs. ☐ Schedule breaks and reassign staff within the section as needed.
CLOSING DOWN:	☐ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

LOGISTICS SECTION

LOGISTICS CHIEF

RESPONSIBILITIES:	The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident. Certain supplies should be stored in advance on campus, while others may be obtained as needed for extended emergency operations. Coordinate activities of the school Logistics section with those of the emergency response agencies. Coordinate activities of the site logistics chief with those of the emergency response agencies. Manages the direct response to the disaster. Response “Groups” may include these and others ▪ Search and Rescue ▪ Campus Evacuation ▪ Utilities ▪ Security
SAFETY:	Ensure your safety and the safety of others. ▫ Size up the situation first. ▫ Take no action that might endanger you. ▫ Do not work beyond your expertise. ▫ Use appropriate safety gear. ▫ Follow all operational and safety procedures.
START-UP ACTIONS:	☐ Check in with the Incident Commander for a situation briefing. ☐ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL DUTIES:	☐ Assume the duties of all Logistics section positions until staff is available and assigned. ☐ Determine need to activate and staff subordinate units: ▪ Supply, Facilities, Communications, and/or Transportation ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. ☐ Ensure that the Command Post and other facilities are set up and kept functional as needed. ☐ Coordinate approval and ordering of incident “support” personnel with the Incident Commander. ▪ Does not apply to “Emergency Response” personnel such as, Fire, Law Enforcement, etc. ☐ Coordinate ordering, receipt of, and distribution of supplies and equipment, including communication devices. ☐ Provide transportation of “Support” staff, supplies and equipment. ☐ Assist in providing transport services for students when campus must be evacuated.
CLOSING DOWN:	☐ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

PLANNING SECTION

PLANNING 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. Coordinate activities of the school Planning section with those of the emergency response agencies.
SAFETY:	Ensure your safety and the safety of others. ▫ Size up the situation first. ▫ Take no action that might endanger you. ▫ Do not work beyond your expertise. ▫ Use appropriate safety gear. ▫ Follow all operational and safety procedures.
START-UP ACTIONS:	▫ Check in with the Incident Commander for a situation briefing. ▫ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL DUTIES:	▫ Assume the duties of all Planning Section positions until staff is available and assigned. ▫ Determine need to activate and staff subordinate units: ▪ Situation Status, Resource Status, Documentation ▫ As staff is assigned, brief them on the situation and supervise their activities, using the appropriate position checklists. ▫ Assign work locations and tasks to section personnel. ▫ Provide ongoing assessment of the situation. ▫ Keep the Incident Commander informed of the situation, and provide situation status briefings as necessary to key response personnel including the Public Information Officer. ▫ Assist the Incident Commander in developing incident action plans. ▫ Track damage and other concerns on a campus map. ▫ Track status of assigned and available resources. ▫ Collect all documentation generated on the incident.
CLOSING DOWN:	▫ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

FINANCE/ADMIN CHIEF

RESPONSIBILITIES:	The Finance/Administration Section (Finance/Admin) is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. This section is also charged with recording incident related staff hours, and initiating required Workers Comp claim procedures for staff injuries occurring during the incident. Coordinate activities of the school Finance/Admin section with those of the emergency response agencies.
SAFETY:	Ensure your safety and the safety of others. ▫ Size up the situation first. ▫ Take no action that might endanger you. ▫ Do not work beyond your expertise. ▫ Use appropriate safety gear. ▫ Follow all operational and safety procedures.
START-UP ACTIONS:	▫ Check in with the Incident Commander for a situation briefing. ▫ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL DUTIES:	▫ Assume the duties of all Finance/Administration positions until staff is available and assigned. ▫ Determine need to activate and staff subordinate units: ▪ Timekeeping, Purchasing and/or Comp/Claims. ▫ Determine work space needs and coordinate set up with Logistics. ▫ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. ▫ Ensure Finance/Admin units coordinate with other incident sections and units as needed. ▪ Failure to properly document purchases, record employee time and follow proper worker's compensation procedures can have a tremendous negative fiscal impact following the incident.
CLOSING DOWN:	▫ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

APPENDIX B – INTIAL ACTIONS

Contents:

- B-1 Duck and Cover – School Sites
- B-1A Duck and Cover – Non-School Sites
- B-2 Evacuate Buildings – School Sites
- B-2A Evacuate Buildings – Non School Sites
- B-3 Shelter-In-Place
- B-3A Shelter-In-Place – Non-School Sites
- B-3B Air Pollution Index
- B-4 Lock-Down
- B-4A Lock-Down – Non-School sites
- B-5 Active shooter Actions

DUCK AND COVER – School Sites

To be used as the Initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by “Lock-Down”, “Shelter-In-Place” or “Evacuate Building” actions.

The DUCK and COVER action should also be used during a LOCK DOWN, if gunfire, explosions or similar threats are occurring.

Teachers will:

- ☐ If outside, direct students to drop to ground, tuck head between knees and cover head and face with arms and hands
- ☐ If inside, direct students away from windows, bookshelves and carts
- ☐ Direct students to duck under desks, tables etc. and cover heads and faces with arms and hands
- ☐ Remind students not to lie down, they should crouch and remain mobile.
- ☐ Assume the same Duck and Cover position as students
- ☐ Await further instructions or “All Clear” signal
- ☐ After the “All Clear”, take roll and determine the condition of all students
- ☐ Report injuries or other immediate safety concerns

Students will:

- ☐ Move quickly away from windows, bookshelves or anything that might fall
- ☐ If possible, duck under a desk or table
- ☐ Kneel with head resting at knees, arms covering back of head
- ☐ Do not lie down, remain mobile and quiet
- ☐ Remain in place until given the “All Clear” signal

School Incident Commander will:

- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials if needed (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel if needed

Action is rescinded when:

- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the “All Clear” or other instructions

DUCK AND COVER – Non-School sites:**If you are in a building:**

- ☐ At the first indication of ground movement, DROP to the ground.
- ☐ Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
- ☐ HOLD onto the table or chair legs. Furniture provides protection from falling objects.
- ☐ Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
- ☐ Remain in the DROP position until the ground movement has ended.
- ☐ Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
- ☐ Do not get up and run; falling debris is hazardous!
- ☐ Note: Evacuation is not automatic. Check for safest route; if doubtful, stay put!

If you are in a hallway or corridor and no cover is available:

- ☐ At the first indication of ground movement, DROP to the ground.
- ☐ Place yourself against or crouch against an inside wall and COVER your head; stay away from outside walls, door jams, windows or other expanses of glass or potential falling objects.
- ☐ Never face the window; always position back to a window; close eyes tightly.
- ☐ If able HOLD onto any piece of furniture for shelter from falling debris.
- ☐ Note: Evacuation is not automatic! Check for safest route; if doubtful, stay put!
- ☐ Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
- ☐ Do not run through a building or run outside. Falling debris is hazardous!

In all instances: Evacuation is not automatic! Use good judgment by first checking the condition of the building, outside area (fallen trees, power lines, etc.) If doubtful, stay put!

If you are outside:

- ☐ Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and cover head with arms and hands. Lie flat, face down; close eyes tightly.
- ☐ Wait for shocks to subside before standing.
- ☐ Do not re-enter buildings until it is determined safe.
- ☐ Move to nearest safe assembly area.
- ☐ When able, report injuries and attendance.

EVACUATE BUILDING (Fire Alarm) – School Sites**To be used in the event of:**

- ☐ Fire in building (on campus)
- ☐ Chemical release in building
- ☐ Gas leak in building
- ☐ After significant earthquake
- ☐ Building failure/potential failure due to damage or other condition
- ☐ Or anytime building(s) must be immediately evacuated for any reason

Teachers will:

- ☐ Secure their roll books
- ☐ Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- ☐ Close classroom door after insuring that all students are out of the room
- ☐ Take roll once all students have arrived at the assigned area
- ☐ Await further instructions from Incident Command staff

Students will:

- ☐ File out of classrooms in a quiet orderly manner as directed by teachers
- ☐ Assemble in the designated fire drill area for their classroom
- ☐ Permit the teacher to take roll in a quiet and orderly manner
- ☐ Await further instructions from their teacher

School Incident Commander will:

- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel
- ☐ Be prepared to assist with building access for emergency responders

Action is rescinded when:

- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the "All Clear" or other instructions

EVACUATION – Non-school sites:

Evacuating from a building is not a routine decision. If there is sudden shaking or an explosion, employees must immediately “Drop, Cover, and Hold”. Evacuation begins only after the Superintendent or Designee has determined that it is safe to proceed to an assembly area.

To be used in the event of:

- ☐ Fire in building (on campus)
- ☐ Chemical release in building
- ☐ Gas leak in building
- ☐ After significant earthquake
- ☐ Building failure/potential failure due to damage or other condition
- ☐ Or anytime building(s) must be immediately evacuated for any reason

Superintendent or Designee will immediately:

- ☐ If necessary, confirm incident and call 9-1-1.
- ☐ If necessary, activate portions or the entire Site Incident Command Post which will assemble teams according to event.
- ☐ Check assembly areas for safety; decide on main or alternate assembly area.
- ☐ Check evacuation routes for safety and determine safest routes and take the staff list for department supervisors to take roll at the assembly area. (Evacuation maps at end of Appendix B)
- ☐ Stay in control of all activities until the arrival of emergency personnel.

Upon first indication of disturbance, Employees will:

- ☐ If outside, “Drop, Cover, and Hold”, if necessary.
- ☐ When safe, evacuate to nearest safe assembly area. Alternate routes and alternate assembly areas may be necessary.
- ☐ If inside building, check first for safest evacuation route. Look for fallen trees, downed power lines, fires, damaged buildings, interrupted walkways, etc. Alternate routes may be necessary.
- ☐ When evacuating, close door and leave unlocked.
- ☐ When evacuating, if able, check status of “buddy”.
- ☐ In all instances of evacuation be ready to report any missing or injured employees.

SHELTER-IN-PLACE – School Sites**To be used in the event of:**

- ☐ Chemical spill on or near campus, or smoke from fire near campus
- ☐ Animal threat on campus – bees, dogs, etc.
- ☐ Severe weather event:
 - Heat, Cold
 - Wind, Thunderstorm
- ☐ Flood
- ☐ Blackout/power failure

Teachers will:

- ☐ Report to their rooms if possible
- ☐ Get everyone inside their rooms, including students and staff seeking shelter
- ☐ **Close all doors and windows to exclude outside air if necessary!**
- ☐ Take roll, and document the names of all students present
- ☐ Await further instructions from Incident Command staff or “All Clear” signal

Students will:

- ☐ Report to the nearest classroom, common room or office area
- ☐ Identify themselves to the teacher or staff member in charge
- ☐ Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:

- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel
- ☐ Be prepared to assist with building access for emergency responders
- ☐ **Be prepared to shut down all HVAC systems, stop outside air intrusion!**

Action is rescinded when:

- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the “All Clear” or other instructions

Shelter in Place – Non-School Site

The Shelter-In-Place system is generally activated when employees' safety (outdoors) is compromised. Such conditions are severe wind, chemical/toxic emissions, stinging insects, power outage, or air pollution.

Upon notification the Superintendent or Designee will:

- ☐ Notify employees of Shelter-In-Place.
- ☐ Activate Site Incident Command Post which will:
 - a. Contact emergency personnel, as needed.
 - b. Implement portions of the Incident Command Team to address current situation (such as turning off HVAC [air handling] systems, check for safe evacuation routes, etc.).
- ☐ Consider evacuating employees to nearest safe location.
- ☐ Stay in control of all activities until emergency personnel arrive.

Employees will do some or all of the following depending on event:

- ☐ If outside, move to interior building or nearest safe area.
- ☐ Close down air handling systems and circulating fans.
- ☐ Close window coverings and doors.
- ☐ Use thermal blankets and double-sided tape in windows, over doors, and vents to block unwanted air or interference.
- ☐ Do not evacuate if a fire alarm is heard.
- ☐ When able, check status of "buddy" and report any missing employees.

After Emergency:

- ☐ The Superintendent or Designee will deactivate Shelter in Place event by announcing "All Clear".
- ☐ Be prepared to provide input to *After Action Report*, which will be provided by the Superintendent or Designee.

AIR POLLUTION

The Air Quality Index (AQI) was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each district will be informed by the Regional or County Superintendent to abide by each standard:

AQI Values	Health Categories	Cautionary Statements for 8 – Hour Ozone
0 to 50	Good Green Flag	None
51 to 100	Moderate Yellow Flag	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups Orange Flag	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy Red Flag	Active children and adults, people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy Red Flag	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion
301 to 500	Hazardous Red Flag	Everyone should avoid all outdoor exertion

When notified of an AIR POLLUTION episode, Superintendent or Designee will:

1. Instruct employees to minimize strenuous physical activity.
2. Cancel any events requiring the use of vehicles.
3. Urge employees to minimize the use of vehicles.

LOCK-DOWN-School Sites

To be used in the event of:

- ☐ Civil Disturbance
- ☐ Gunfire/Police action in vicinity
- ☐ Armed Intruder/Hostage situation on campus
- ☐ Hostage Crisis
- ☐ Other threat situation as appropriate

Teachers will:

- ☐ Immediately lock their classroom door
- ☐ Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
- ☐ Close all windows, blinds and curtains
- ☐ Turn off all lights
- ☐ Instruct students to remain silent
- ☐ Await further instruction from Incident Command staff or Police

Students will:

- ☐ Move away from doors or windows
- ☐ Assume DUCK AND COVER if directed by teacher
- ☐ Remain silent
- ☐ Await further instructions from teacher

Incident Command staff will:

- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel (Plans/Intel)
- ☐ Be prepared to assist with building access for emergency responders (Logistics)
- ☐ Direct any buses en-route with students to an alternate location.

Action is rescinded when:

- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the "All Clear" or other instructions

LOCK-DOWN-Non School Sites**SUPERVISOR SHOULD:**

- ☐ Notify staff of the LOCKDOWN – *If the situation is not serious in nature, the LOCKDOWN may be modified, allowing staff to continue regular activities within offices*
- ☐ Contact 9-1-1 → Be prepared for first responders, if possible
- ☐ Notify Superintendent
- ☐ Be prepared to evacuate to a safer location

STAFF SHOULD:

- ☐ Lock the door → Pull all shades closed → Turn off all lights
- ☐ Be out of view (directly *under* windows and the corners of the same wall are usually best) or hide behind large items (i.e., cabinets, desks)
- ☐ Blockade the door with heavy furniture, if possible
- ☐ Silence your cell phone, turn off any source of noise (i.e., iPad, radio, television) and remain quiet
- ☐ Do not open door for anyone under any circumstance, *except* if the “ALL CLEAR” notification is given or a clearly identifiable law enforcement officer is at the door
- ☐ Do not evacuate if you hear a fire alarm

WHEN HIDING:

Move to the safest lockable interior room possible, lock the door and turn off lights. Check status of “buddy” and make note of any missing employees. If possible, individuals should do the following:

- ☐ Superintendent’s office staff check Employee’s Exit door (south door)
- ☐ Curriculum staff check southeast door
- ☐ Transportation staff check northeast door
- ☐ Special Education staff checks outside lounge door
- ☐ Receptionist locks front door (west door) and shuts doors leading to parking area (North side)

Designated employees will alert other departments near the District Office of the LOCKDOWN:

ACTIVE SHOOTER

Quickly determine the most reasonable way to protect your own life. Remember that students will follow the lead of staff members during an active shooter situation. Utilize ALICE training.

*****There is no order to ALICE—use your best option to SURVIVE!*****

ALERT

- Call 911, if possible, to alert police to the intruder/active shooter's location

LOCKDOWN

- If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.
- Prevent individuals from entering an area where the active shooter may be
- Lock the door
- Blockade the door with heavy furniture
- Silence your cell phone
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet
- If evacuation and hiding out are not possible, prepare to counter

INFORM

- Dial 911 and if you cannot speak, leave the line open and allow the dispatcher to listen
- Follow the instructions of any police officers

COUNTER

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the OODA loop of an active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Swarm the intruder, grabbing limbs and pushing head down to take down the intruder
- Immobilize the shooter until police arrive
- Take away any weapons and place in a secure area

EVACUATE

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Keep your hands visible at all times (especially when law enforcement arrives)

Tulare Joint Union High School District Violent Intruder Initial Actions

A

ALERT

Initial Alert may be a gunshot, PA announcement, etc.

L

LOCKDOWN

If evacuation is not a safe option, barricade entry points. Prepare to Evacuate or Counter if needed.

i

INFORM

Communicate real time information on intruder location. Use clear and direct language using any communication means possible.

C

COUNTER

As a last resort, distract the intruder's ability to shoot accurately. Move toward exits while making noise, throwing objects or adults swarm intruder.

E

EVACUATE

Run from danger when safe to do so using non-traditional exits if necessary. Rallying point should be predetermined.

APPENDIX C

Extended Response Procedures

- C-1 Bus accidents**
- C-2 Detailed Building Evacuation**
- C-3 Earthquake**
- C-4 Hazardous Material Release**
- C-5 Intruder on Campus**
- C-6 Severe Weather**
- C-7 Off-Campus Evacuation Procedure**
- C-8 Utility Loss or Damage – Gas Leaks**
- C-9 Bomb Threats**
- C-9a Bomb Threat Report form**
- C-10 Fire/explosions/Building Collapse**

BUS ACCIDENT PROCEDURE

Bus Driver:

- ☐ Protect student passengers from injuries and the bus from further damage.
- ☐ Turn off the ignition, remove the key and activate the hazard lights.
- ☐ Check for conditions that could cause a fire.
- ☐ If conditions are safer outside the bus than inside, evacuate the bus.
- ☐ Do not leave students unattended or unsupervised.
- ☐ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- ☐ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- ☐ Do not discuss details of the accident with media.
- ☐ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- ☐ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- ☐ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):

- ☐ Dispatch a school representative to the accident location.
- ☐ School representative at the scene will assess level of support needed and convey this to the school Incident Commander.
- ☐ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- ☐ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- ☐ Ensure any special health information or medication for any injured student is sent to the hospital.
- ☐ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- ☐ Assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- ☐ Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

DETAILED EVACUATE BUILDING PROCEDURE

NOTE: This “DETAILED” Evacuate Building Procedure provides school Administrators with more information than the basic “Initial Actions” Evacuation procedure.

Upon becoming aware of any event that would indicate a building evacuation is necessary, staff will activate the closest fire alarm pull station and as quickly as possible report the location and nature of the problem to the school office.

Upon hearing the alarm, staff, students and visitors will immediately evacuate buildings using prescribed routes or alternate routes to their assigned Assembly Areas, and implement the following procedures.

Administration:

- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ Incident Commander or designee will take the visitor log, student sign-out sheet and school Crisis Response Box and evacuate to the school Incident Command Post location.
- ☐ Incident Commander will confirm with Accountability Team Leaders that roll has been taken and that all students are accounted for.
- ☐ If students are missing, Incident Commander will activate a Search and Rescue Group.
- ☐ From this point forward, and in consultation with arriving emergency response officials, the Incident Commander will determine the next course of action:
 - ✓ Hold students in assembly area pending an “ALL CLEAR” signal.
 - ✓ Initiate a “Shelter-In-Place” action, using non-affected buildings.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate an immediate “Off-Campus Evacuation” procedure.

Teachers

- ☐ Take the class roster and classroom emergency kit and lead students out of building to the designated assembly area.
- ☐ Confirm all students and personnel are out of the classroom then close (but do not lock) classroom doors upon exiting.
- ☐ Use alternate route or assembly area if there is a safety hazard.
- ☐ At Assembly Area, take roll, and advise your Accountability Team Leader of result.
- ☐ Keep your class together and await further instructions.
- ☐ Be prepared to move students as directed if a “Shelter-In-Place” action is ordered.
- ☐ Be prepared to move students as directed if an “Off-Campus Evacuation” is ordered.
- ☐ Be prepared to implement the “Teacher Buddy” system to free staff to assist the Incident Commander in filling necessary Incident Command system positions.

EARTHQUAKE PROCEDURE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover”.

School Commander (Principal or designee):

- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to dismiss school due to power loss, building damage or other factors.
- ☐ Consider need to evacuate staff and students to off-campus evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

Administration:

- ☐ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- ☐ The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- ☐ The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander will direct staff to secure the area around the chemical spill.
- ☐ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- ☐ The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- ☐ Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Campus Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- ☐ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- ☐ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

- ☐ The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- ☐ The Incident Commander will ensure that any buses enroute to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.
- ☐ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.
 - ✓ Issue an "ALL CLEAR" signal and resume normal school operations.

INTRUDER ON CAMPUS PROCEDURE

When an unknown person (intruder) is found on school property:

- ☐ Notify school office/Incident Commander.
- ☐ Ask another staff person to accompany you before approaching person.
- ☐ Politely greet person and identify yourself.
- ☐ Ask the purpose of the visit, and inform person all visitors must register at the office.
- ☐ If intruder's purpose is not legitimate, ask person to accompany you to office or exit.

If intruder refuses to go to office or leave, or you become aware that intruder is armed:

- ☐ Walk away from intruder and maintain visual contact from a safe distance, while other staff member notifies school office/Incident Commander:
 - ✓ Provide a description of the intruder.
 - ✓ Provide last known location.
- ☐ School office/Incident Commander will initiate an immediate school "LOCK DOWN".
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Provide description of the intruder, and whether intruder is known to be armed.
 - ✓ Provide last known location of intruder.
 - ✓ Describe actions being taken to safeguard staff and students.
 - ✓ Advise of the location of the school Incident Command Post.
- If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- ☐ Maintain "LOCK DOWN" until situation is resolved.

IF YOU DISCOVER A HOSTAGE SITUATION:

- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Notify the school office/incident Commander.
- ☐ School Incident Commander will initiate immediate "LOCK DOWN".
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Provide description of the intruder, and whether intruder is known to be armed.
 - ✓ Provide last known location of intruder.
 - ✓ Describe actions being taken to safeguard staff and students.
 - ✓ Advise of the location of the school Incident Command Post.
- If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- ☐ Maintain "LOCK DOWN" until situation is resolved.

If taken hostage:

- ☐ Treat the hostage taker as normally as possible and follow his/her instructions.
- ☐ Do not panic and calm students if they are present.
- ☐ Be respectful to hostage taker, ask to speak and do not argue or make suggestions.

If hostage taker becomes violent initiate "ACTIVE SHOOTER" action – RUN, HIDE, FIGHT!

SEVERE WEATHER PROCEDURE

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - o Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until campus can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate the “Off-Campus Evacuation” procedure.

Off-Campus Evacuation Procedure Template

(Modeled after other Emergency Procedures in Crisis Response Plan)

Purpose:

The Off-Campus Evacuation Procedure is used to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

Administration:

- ☐ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.
- ☐ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- ☐ Determine the appropriate pre-designated relocation site and evacuation route.
- ☐ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- ☐ The school Incident Commander or designee will obtain the ***“Off-Campus Evacuation Sites”*** form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- ☐ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- ☐ Implement procedures for setting up the bus evacuation staging area.
- ☐ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- ☐ Direct staff to move students to the evacuation staging area for loading onto buses.
- ☐ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- ☐ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- ☐ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

Teachers and staff

- ☐ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
 - ✓ Ensure special needs students and staff are assisted. Request help if needed.
 - ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- ☐ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- ☐ Maintain control of your class.
- ☐ While in route to the relocation site, the teachers will prepare a list of all evacuees on the bus, which will be delivered to the Incident Commander or Student Accountability Group or other designee upon arrival.
- ☐ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may also be asked to implement the Teacher Buddy system and assist in staffing the site.

UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- **Gas leaks may require only a spark to set off an explosion.**
- **A broken water pipe may cause extensive flood damage to buildings and property.**
- **Electrical failures cause disruption of needed heating, ventilation, and air conditioning.**
- **Electrical failure may also result in loss of well water and sewage disposal.**
- **Broken electrical lines or components may pose a shock hazard to staff or students.**

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

EMERGENCY PROCEDURES

Gas Leak - INDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- ☐ The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- ☐ The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- ☐ Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100’, more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- ☐ Notify the school office/school Incident Commander
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of campus and what’s leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- ☐ If problem is in, or on, a school building and there is smoke or threat of fire:
 - ☐ Evacuate the building(s).
 - ☐ Close, but do not lock doors.
- ☐ Notify the school office/Incident Commander.
- ☐ The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- ☐ Incident Commander will determine need to evacuate buildings, if not already done.
- ☐ Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- ☐ Do not reenter the building(s) until fire or utility officials say it is safe.
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- ☐ If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- ☐ Notify the school office/school Incident Commander.
- ☐ The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- ☐ The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- ☐ Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- ☐ If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

BOMB THREAT PROCEDURE

(Response Procedure may also be applied to "Suspicious Objects")

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- **Introduction**
- **Assessing A Bomb Threat**
- **Call Taker Instructions/Telephone Bomb Threat Report**
- **Response Procedures**
- **Bomb Search Procedures**

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in "response" to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The "**CALL TAKER INSTRUCTIONS**" sheet and "**TELEPHONE BOMB THREAT REPORT**" form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "**Telephone Bomb Threat Report**" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.
- ☐ **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.

If threat is deemed credible:

 - ✓ Establish a command post at least 400 feet from campus buildings.
 - ✓ Ensure that it is away from automobiles, refuse containers or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- ☐ **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300-foot zone.

TEACHERS/STAFF

Initiate “**BUILDING EVACUATION**” or “**SHELTER-IN-PLACE**” - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but **ADD THESE ACTIONS:**

- ☐ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.
- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ☐ Report suspicious objects to the school Incident Commander as soon as possible.
- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ☐ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ☐ If you relocate, report your new location and reason for move as soon as possible.
- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ **Follow normal Shelter-In-Place procedures.**
- ☐ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ☐ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ☐ **Take all other steps outlined in the section “IF EVACUATING” above.**

BOMB SEARCH PROCEDURE

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

- 1. Is there anything unusual?**
- 2. Is there anything out of place?**
- 3. Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind. That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area. ***For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.***

COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- ☐ **TEACHERS:** Classrooms.
- ☐ **PHYSICAL EDUCATION TEACHERS:** Gym, locker rooms, and related halls.
- ☐ **LIBRARIANS:** Library, storage rooms, and any associated areas.
- ☐ **CAFETERIA PERSONNEL:** Kitchen, cafeteria, and storage areas.
- ☐ **CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.
- ☐ **BUS DRIVERS:** Buses and any bus related facilities on campus.
- ☐ **ADMINISTRATIVE PERSONNEL:** Administrative offices/areas, hallways, and empty classrooms.
Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.
- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a “bomb threat” call:*

1. Remain calm and politely advise the caller:

“I am a student. Please hold while I get an adult to talk to you.”

2. Immediately signal any nearby adult staff member to come to the phone. Don’t yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back

TELEPHONE BOMB THREAT REPORT FORM

C-10

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.
Try to get the attention of another staff member to listen-in on the call with you.

Today's Date _____/_____/_____		<i>*SEE NOTE AT BOTTOM OF FORM.</i>		
Call Information - (Can be completed after call)				
Date of call:	Time of call: ☐ AM ☐ PM	Duration of call:	Phone number called: ()	
Name of person receiving the call:			Phone number to call for follow up: ()	
Questions for caller: Try to ask these questions IN ORDER (1-9) and document key points of responses.				
1. When will the bomb explode?	4. What does the bomb look like?	7. Why did you place the bomb?		
2. Exactly where is the bomb located?	5. What will cause the bomb to explode?	8. What is your name and phone number?		
3. What kind of bomb is it?	6. Did you place the bomb?	9. Where are you now?		
Document exact wording of threat: 				
Description of caller: (Listen closely to help identify.)				
If caller's number appears on your phone, write it here:	Gender of caller: ☐ Male ☐ Female ☐ Unknown	Approximate age of caller:	If voice sounds familiar, who does it sound like?	
Other clues: (Listen closely and check all that apply.)				
Voice	Speech	Language	Behavior	Background Noise

☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport	☐ Quiet
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals	☐ Restaurant
☐ Hoarse	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby	☐ Static
☐ Loud	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds	☐ Street Noise
☐ Muffled	☐ Hesitant	☐ Irrational	☐ Clearing Throat	☐ General Noise	☐ Talking
☐ Nasal	☐ Lisp	☐ Rational	☐ Crying	☐ Guns Firing	☐ Tavern/Bar
☐ Pitch-High	☐ Slow	☐ Slang	☐ Fearful	☐ Gymnasium	☐ Television
☐ Pitch-Med	☐ Slurred	☐ Taped/Recorded	☐ Intoxicated	☐ Machinery	☐ Traffic
☐ Pitch-Low	☐ Stuttered	☐ Uneducated	☐ Laughing	☐ Motor	☐ Train
☐ Pleasant	☐ Other:	☐ Unintelligible	☐ Nervous	☐ Music	☐ Typing
☐ Raspy	☐ If Accented, Describe:	☐ If Foreign, Describe:	☐ Self-Righteous	☐ Party	☐ Water/Wind
☐ Smooth			☐ Other	☐ PA System	☐ Other
☐ Soft					
☐ Squeaky					
☐ Unclear					
☐ Other					

*If the CALL TAKER is a student, the student should:

1. Remain calm and politely advise the caller:
"I am a student. Please wait a moment while I get an adult to talk to you."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. **DO NOT HANG UP** or ask the person to call back!

FIRE/EXPLOSION/BUILDING COLLAPSE

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation.**

Administration (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school.
 - ✓ Provide exact location of fire, explosion or collapse.
 - ✓ Describe current situation, including damage and estimated number of injured.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- ☐ **Ensure fire alarm has been sounded**
 - ✓ If needed, announce changes in evacuation routes due to incident location.
- ☐ **Establish a school Incident Command Post**
- ☐ **Assess situation and begin activating needed ICS functions, for example:**
 - ✓ First-Aid, Accountability, Utility and Security Groups
 - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- ☐ **Meet arriving fire and police personnel**
 - ✓ Be certain to take school Crisis Response Box.
 - ✓ Identify the location of fire, smoke, explosion or gas smell.
 - ✓ Advise locations of injured or trapped persons.
 - ✓ Provide last known location of any missing persons.
- ☐ **Establish Unified Command with emergency response officials.**
- ☐ **Determine if it is necessary to:**
 - ✓ Cancel school and notify parents to pick up students from campus.
 - ✓ Evacuate students to an off-campus site for pick-up by parents.
- ☐ **Announce “All Clear” if and when it is safe to re-enter the buildings.**

Teachers/Staff

- ☐ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- ☐ **Implement Evacuation procedures**
 - ✓ Use a secondary route if the primary route is blocked or hazardous
 - ✓ Close, but do not lock, doors when leaving
- ☐ **Inform the school office/school Incident Commander of the emergency**
- ☐ **Following evacuation:**
 - ✓ Account for all students and check for injuries
 - ✓ Immediately report any missing, extra or injured students
- ☐ **Wait for additional instructions**

APPENDIX D

Forms/Guides

- D-1 Five minute classroom safety hazard checklist**
- D-2 Special threat/hazard form**
- D-3 Campus Emergency Assignment Guide**
- D-4 Basic Personal Preparedness Guide**
- D-5 Media Relations Guide**

FIVE MINUTE CLASSROOM SAFETY HAZARD CHECKLIST

D-1

Room:	Checked by:	Date:

This is a two-sided form. Please answer each question: YES, NO or N/A (Not Applicable). For any question that receives a NO answer, provide a brief explanation of what needs to be corrected or repaired in the "Deficiency Report" section on the reverse side of this form. This section should also be used to report any safety deficiencies detected that are not otherwise covered on the form.

	SAFETY HAZARD	YES	NO	N/A
1.	Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?			
2.	Are heavy objects removed from shelves higher than heads of seated students or teacher?			
3.	Are aquariums, animal cages and other potentially hazardous displays secured and located away from seating areas?			
4.	Are wheels on portable (rolling) carts kept locked to prevent movement in an earthquake?			
5.	Are T.V./Video/Computer or similar equipment items securely fastened to platforms or carts?			
6.	Are specialty classroom items, such as pianos, secured against rolling during an earthquake?			
7.	Are wall mounted clocks, maps, fire extinguishers, etc., secured against falling?			
8.	Are hanging items, such as plants, secured to prevent them from swinging free or breaking windows in an earthquake?			
9.	Is all lab, crafts, or similar equipment secured/stored to prevent movement?			
10.	Are paints, cleaning solutions or other liquids/chemicals stored to prevent spillage?			
11.	Is ventilation adequate where liquids/chemicals are stored?			

	SAFETY HAZARD	YES	NO	N/A
12.	Are objects around doors secured so as not to fall and block egress?			
13.	Are fire extinguishers, first-aid kits and other emergency items in place and up to date?			
14.	Are all electrical receptacle and light switch covers in place, and in good condition?			
15.	Are all appliance cords in good condition?			
16.	Is the third prong (ground prong) intact on all three-wire appliance cord plugs?			
17.	Are all electrical cords routed so as to avoid creating a tripping hazard?			
18.	Are all electrical cords routed so as to avoid being crushed or pinched by furniture or other items?			
19.	Is there a minimum of 3' of clear space around any water heater or electrical panel in the room?			

DEFICIENCY REPORT

For all **NO** answers above, please enter the corresponding question number and a brief description of the deficiency found.

Please also use this space to report deficiencies found, but not addressed by the included questions. Attach additional pages if necessary.

SPECIAL THREAT OR HAZARD FORM

D - 2

INSTRUCTIONS: Use this form to maintain current information for any facility that is deemed to pose a special threat or hazard to the school. Contact the facility and update annually.

SITE INFORMATION		Last Updated:
Facility Name:		
Facility Address:		
STREET ADDRESS		CITY, STATE, ZIP
Primary Contact:		
Primary Phones: Daytime: Other:		
Alternate Contact:		
Alternate Phones: Daytime: Other:		
THREAT/HAZARD DESCRIPTION		
Describe the special threat or hazard:		
PROTECTIVE ACTIONS REQUIRED		
Describe special protective actions the school will need to take in the event of a major emergency at the facility:		

CAMPUS EMERGENCY ASSIGNMENT WORKSHEET

D-3

This worksheet will help the Incident Commander ensure coverage for critical positions during a school emergency. Ensure each position is assigned at the start of each school year and that all positions are assigned even if you think that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements. Blank rows are to be used by Incident Commander to add additional positions as needed during an emergency.

<i>Position</i>	Person Assigned	Alternates
Incident Commander	Tony Rodriguez- Superintendent	1. Barbara Orisio – Assistant Superintendent
		2.
Safety Officer	Lucy VanScyoc – Assistant Superintendent	1. Tammy Aldaco – Assistant Superintendent
		2.
Public Information Officer	Barbara Orisio – Assistant Superintendent	1. Lucy VanScyoc – Assistant Superintendent
		2.
Liaison Officer	Tammy Aldaco – Assistant Superintendent	1. Lucy VanScyoc – Assistant Superintendent
		2.
		2.
Operations Section Chief	Jason Edwards	1. Barbara Orisio – Assistant Superintendent
		2.
Student Care Group Supervisor	Carrie Montgomery – District Nurse	1.
		2.
First Aid Group Supervisor	Carrie Montgomery – District Nurse	1.
		2.
		2.

<i>Position</i>	Person Assigned	Alternates
Campus Evacuation Group Supervisor	Tony Rodriguez	1. Tammy Aldaco
		2.
Utilities Group Supervisor	Daniel Pierotte	1.
		2.
Security Group Supervisor	Tony Rodriguez	1. Lucy VanScyoc
		2.
Student Accountability Group Supervisor	Lucy VanScyoc	1. Tammy Aldaco
		2.
Student Release Group Supervisor	Tammy Aldaco	1. Lucy VanScyoc
		2.
		2.
		2.
Planning Section Chief	Donny Trimm	1.
		2.
Resource Status Unit Leader	Daniel Pierotte	1.
		2.
Situation Status Unit Leader	Lucy VanScyoc	1. Tammy Aldaco
		2.
Documentation Unit Leader	Lucy VanScyoc	1. Tammy Aldaco
		2.

<i>Position</i>	Person Assigned	Alternates
Logistics Section Chief	Daniel Pierotte	1.
Supply Unit Leader	Daniel Pierotte	1. Phillip Hampton
		2.
Facilities Unit Leader	Daniel Pierotte	1. Phillip Hampton
		2.
Communications Unit Leader	Barbara Orisio	1. Tammy Aldaco
		2.
Transportation Unit Leader	Bobby Richardson	1. Chris Stevens
		2.
		2.
Finance/Admin Section Chief	Vivian Hamilton	1.
		2.
Timekeeping Unit Leader	Vivian Hamilton	1.
		2.
Purchasing Unit Leader	Vivian Hamilton	1.
		2.
Comp/Claims Unit Leader	Vivian Hamilton	1.
		2.

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Schoolwide Plans for Countryside, Sierra Vista Charter and Accelerated Charter High School

Background: A local educational agency (LEA) may consolidate and use funds under Title I, Part A together with other Federal, State, and local funds, in order to upgrade the entire educational program of a SWP school that serves not less than 40 percent of children from low income families [Section 1114(a)(1)(A) of the Every Student Succeeds Act (ESSA)].

Current Consideration: The Schoolwide Plan for Countryside, Sierra Vista Charter and Accelerated Charter High School will allow for the use of federal funds schoolwide versus the use of funds for only targeted students. The majority of the students at these schools qualify for supplemental funding, focused on improving academics. Ninety percent of the students attending these sites are considered low income.

Fiscal Implications: None.

Tulare Joint Union High School District Board Priorities:

- *Improve Student Outcomes and Performance*

Tulare Joint Union High School District LCAP Goals:

1. *All students will graduate college and career ready.*
2. *All English Learners will improve their English language acquisition and achievement.*
3. *All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as part of a greater community.*

Therefore it is

RECOMMENDED: That the board approve the Schoolwide Plans for Countryside, Sierra Vista Charter and Accelerate High School.

SUBMITTED BY: Tony Rodriguez
Superintendent

PREPARED BY: Tammy Aldaco, Assistant Superintendent Student Services and Special Programs

Countryside High School



Schoolwide Plan 2019-2020

**Tulare Joint Union High School District
426 North Blackstone
Tulare, CA. 93274**

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Component #1: Schoolwide Reform Strategies

1. Improve the acquisition of timely and reliable data on student achievement to help plan for classroom instruction and personalized learning in literacy and in mathematics.

Countryside High School is committed to improving opportunities for all students to learn in a way that best meets their individual learning style while also holding students accountable for learning. To improve literacy while also addressing critical areas in mathematics is a main area of focus and teachers have engaged in a number of trainings and workshops designed to support progress in this action plan area.

The growth target for this action plan goal is to decrease the number of students scoring at the Standard Not Met achievement level on CAASPP by at least one student every year. While the CAASPP summative assessment measure seemed like the right indicator to choose from three years ago, CHS now realizes that student transiency, small numbers of student enrollment, and minimal displays of state assessment data makes this indicator negligible and not the best overall indicator of student growth. Consequently, aside from grades and the teacher's gradebook, there is minimal summative performance data for the team to analyze and comment on.

It is for the above reasons that CHS English teachers adopted the use of STAR Reading Assessments in the of Fall 2018 to use as a summative assessment to measure growth in literacy. STAR is giving the team immediate and concrete data to track and compare both individual and grade level performance over time. As use increases, teachers will be able to use the data to set learning targets with students and students will be able to monitor their own achievement. In addition to STAR, the school implemented READ 180 in the fall of 2019 for students who were identified with an Instructional Reading Level of below 5th grade. For students with good attendance, the data from READ 180 is encouraging and students are showing growth. The team is using the data from both programs to share results with students, make informed decisions when meeting as a PLC, and to plan for instruction. STAR assessment and READ 180 results are now being shared with parents, but primarily at IEP meetings.

While many factors contribute to student performance on exams, the CHS team is confident recent professional development in the areas of literacy and technology have positively influenced STAR and READ 180 assessment results. New tools and strategies are helping teachers improve their instructional focus and delivery to students. In 2017-18, the district scheduled literacy sessions for all teachers to promote

reading and writing across all subject areas. This effort was repeated again for 2018-19 but also included some additional support from the district's AVID coordinator specifically for alternative education teachers. The focus of these sessions was on pre, during, and post reading strategies in addition to writing strategies that emphasized focused note-taking, quick writes, sentence stems, and one-pagers. The impact of these efforts will lead to tools that students can use on any campus or in college to comprehend and respond to a variety of text and writing prompts. Plans are to continue to train and practice in these areas until teachers are comfortable with the application of at least 2-3 new tools and strategies that can be used effectively in all classes.

The use and application of technology continues to be an integral part of student learning at CHS. Teachers completed the district's SAMR training during the Spring 2016 and continue to take advantage of opportunities to learn how to apply new programs. Applications include the use of Google classroom to communicate, WeVideo to create, Pear Deck to collaborate, and Google Read and Write to promote critical thinking. Using the Google platform gives students access to the curriculum, the ability to share and submit work electronically, the opportunity to collaborate with others, and another means of interacting with the teacher. Also, a variety of technology based quizzes such as Quizlet, Quizizz, and/or Kahoot are used to quickly assess and modify lessons as needed. IO Assessments and IABs are examples of other technology based assessments being looked at to assist with the collection of performance data (formative and summative) and evidence of student learning.

The recent creation and development of a PLC has helped the team focus on learning in general, but also on the action plan goal of improving literacy. By working collaboratively to answer the four critical questions of a PLC, staff are tasked daily with differentiating instruction to meet the learning needs of all students. While all students work towards achievement of the same standard or objective, it is common for some to take a different path to get there. This requires lots of personalized academic support and sometimes results in modified assignments for both special education and general education students. In the end, these efforts create increased opportunities for successful learning and enjoyment in school as evidenced by student survey results. Also, as a result of recent professional development and reflection the team is re-working its literacy SMART goal action steps to better address each of the four critical PLC questions.

As for mathematics, increasing knowledge and understanding for a transient student body whose mental health issues often impede learning is challenging. However, the

math teacher is determined to employ strategies and practices that are universally proven to improve learning while creating a safe classroom environment for all students.

It is for these reasons that the math teacher attended a training on IO Assessments and IAB training. Use of one or both online assessment programs will help give the teacher access to immediate and reliable data to determine learning needs. Currently, data from frequent checking for understanding and other formative assessment strategies, such as requiring students to write the steps taken to solve a math problem, are used to help the teacher plan for differentiated instruction. The teacher also gains lots of insights from guided practice activities where the class works together to solve problems via the Mimio interactive whiteboard. Common examples of differentiated instruction used to ensure all students can experience success include re-teaching, strategic student grouping, varying assignment details, and providing choice in how students show evidence of learning.

To support the above efforts and continue the focus on learning, the math teacher is participating in a math PLC with teachers from one of the district's comprehensive sites. The recent focus of the math PLC has been on accountability when grading, SMART goals, and teacher feedback on assessments with student reflections. In practice, the SMART goal and testing feedback by the teacher helps create a measurable goal to focus on with the class. The student feedback or test correction strategy gives students opportunities to take ownership of learning by reviewing incorrect problem/s, identifying errors made, and describing what was learned from it. These approaches help support the goal of requiring students to think, analyze, and apply mathematical concepts to solve problems.

2. Continue to find ways to positively support the socio-emotional, behavioral, and safety needs of all students.

The team at CHS takes pride in its efforts to nurture and support students academically, behaviorally, and socio-emotionally. Many of the supports and practices taken to ensure students at CHS feel physically and emotionally safe have been on-going for many years. This includes the role of the Program Director and school psychologist. The Program Director helps guide students through coping strategies, mends peer relationships through conflict resolution, and consults with mental health staff or the school psychologist to ensure student needs and counseling concerns are being addressed. Similarly, the school psychologist meets with students to review coping strategies, develop new techniques for better decision making, and collaborates or

consults with the team when implementing a reactive strategy for a student with a problematic behavior. The school psychologist also maintains and notifies the team of any students on a 504 Plan or Behavior Intervention Plan (BIP).

Other on-going supports or practices for the purpose of helping to ensure a safe school campus for everyone includes use of the Sprigeo app to anonymously report safety threats, an annual presentation from the District Attorney's office on Teen Dating Violence Prevention, random safety checks at the entry gate with use of a metal detector, video cameras, non-violent crisis intervention training from the Crisis Prevention Institute (CPI), a full time security guard, a full time School Resource Officer, and the schoolwide implementation of Positive Behavioral Interventions and Supports (PBIS). All the above is in addition to the multiple counseling and other adult supports available daily for students to feel safe.

In a continuing effort to find ways to improve the services, supports, and approaches already rendered to students, the team at CHS has adopted, been trained in, and/or worked on the following over the last three years:

- A.L.I.C.E- To promote schoolwide safety in the event of an intruder on campus, the entire staff participated in A.L.I.C.E (Alert, Lockdown, Inform, Counter, Evacuate) training. The training was then presented to students by the Assistant Principal. Staff and students walked away knowing they have options in the event of a real emergency.
- YMHFA- To remind everyone of the warning signs and appropriate interventions needed for students with mental health concerns, all staff were trained in Youth Mental Health First Aid (YMHFA) by the Program Director. The training served as an important reminder to staff of the challenges facing today's youth.
- Suicidal Assessment Protocols- Staff helped work on the district's suicidal assessment protocols for students to help determine the degree of risk of suicide and next steps in the assessment process such as informing parents and referring the student to Tulare Youth Service Bureau for immediate support services.
- CHS Student Intake- the Program Director and school psychologist conduct all new student enrollments. To improve communication with the rest of the team on the non-confidential background of each new enrollee, a google sheet was created for all staff to view to help understand and get to know each student. Background information includes the reason for the referral to CHS, possible diagnosis, student/family concerns, behavioral triggers, recommended support strategies, and the mental health or socio-emotional goal. This information is

helpful for teaching staff when meeting students for the first time, planning lessons, and assigning group activities.

- **PAWS** or Student Learning Outcomes and Incentives- At the end of each 9-week grading period students are recognized and rewarded according to their placement on the Level System (a points based system designed to help address behavior goals each student will work towards to achieve improved classroom performance). Rewards for maintaining positive behaviors and working towards the achievement of *PAWS (Personally geared, Academically sound, Well-rounded, Socially aware)* outcomes includes a small bag of goodies for students on the lower end of the Level System to off campus activities such as bowling for students on the upper end of the point system.

3. Focus on preparing students for post high school success via exposure to fields in Career Technical Education and infusing College and Career Readiness standards into daily curriculum.

Preparing students for life after high school has always been a focus and goal for staff at CHS. This sentiment was shared recently by parents at an accreditation meeting. Steps the staff will be taking this school year and next to continue to improve in this area include:

- Using the College of Sequoias Career Coach program to assess student career interests
- Explore the use of online programs such as Edmentum to introduce students to career and/or certification options that match student interest
- Use STEM (Science, Technology, Engineering, and Math) learning activities from STEM Fuse to help expose students to career possibilities while promoting student engagement with hands-on learning activities
- Take time to learn and plan on infusing College and Career Readiness standards into daily curriculum
- Continue to schedule informational presentations with representatives from post-secondary academic and vocational programs such as COS, Adult School, Proteus, Employment Development Department, and others.

Component #2: Instruction by Highly Qualified Teachers

In keeping with the school's mission, the teaching staff at CHS are intent on providing a safe and high quality education program focused on academics while nurturing both the mental health and socio-emotional needs of all students.

The CHS teaching team consists of two full time multiple subject teachers and one part time (every other day for one class period) single subject/special education teacher. The part time teacher is shared with two other school sites in the district. All three teachers are English Learner certified, highly qualified per NCLB standards, two possess master's degrees, and each has over 16 years of experience in education.

Component #3: High Quality and Ongoing Professional Development

Teachers at CHS are included and have equal access to high quality professional development and supports available to other teachers in the district. With only two full time teachers it's hard to fully participate in everything that goes on in the district, but mandatory trainings are attended, as well as those deemed important or critical to improving schoolwide goals.

Past high quality professional development completed by staff to support schoolwide goals or reform strategies include, but are not limited to, the following:

- Youth Mental Health First Aid (YMHFA)
- Positive Behavioral Interventions and Supports (PBIS)
- Substitution, Augmentation, Modification, and Redefinition Training (SAMR)
- Hyperdocs Training
- Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Active Shooter Training
- IO Assessments Training
- Professional Learning Community (PLC) Training
- District Literacy Session Training
- Read and Math 180 Training

Current and on-going high quality professional development for teaching staff includes:

- Participation in the districtwide Introduction to Physical Science PLC
- Participation in the Mission Oak math PLC
- Technology PD the first Friday of every month
- Universal Design for Learning training aimed at removing barriers to learning

Component #4: Strategies to Attract Highly Qualified Teachers to High-Need Schools

The two full time teachers at CHS have each been with the school since it first opened fall 2004 and choose to be at the school site. There has been no recent need to strategize to attract any new teachers to the site and no indication either teacher plans to leave. What keeps the teaching staff at the school is a belief in the school's mission, a caring attitude towards the student body, and the support systems in place for staff and students.

It is important to note that in addition to the school's administration (principal and assistant principal) there are a number of other supports in place for teachers and students to help ensure the school's mission is met. Some of the support staff listed below work at the site full time and others are shared with other sites in the district (primarily neighboring Tech Prep High School). Support staff include the following personnel:

- 1 Academic Counselor
- 1 Program Director
- 1 Psychologist
- Up to 4 Teacher Aides
- 1 Special Education Aide
- 2 Office Support Staff (Secretary and Attendance)
- 1 Family/Community Liaison
- 1 School Resource Officer
- 1 Nurse
- 1 Computer Technician
- 1 Maintenance Worker
- 1 Security Guard

Other non-district support staff that visit the site regularly to provide counseling services to students represent the following agencies:

- Tulare Youth Service Bureau
- Tulare County Office of Education Behavioral Health Services
- Turning Point Youth Services

Component #5: Strategies to Increase Parental Involvement

The team at CHS knows parental involvement, communication, and support is vital to student achievement. Upon request parents at CHS can normally be counted on to attend enrollment meetings, Individualized Education Plan meetings, academic meetings with the school counselor, therapist meetings, and meetings having to do with correcting behavior or discussing continued placement at the school. Parents will also show to the district's annual Back-to-School Night.

While all the above are great opportunities to hear from parents, more can be done to involve and strengthen the school-parent relationship. Inviting parents to sit-in on a schoolwide community meeting, ensuring all parents know how to access the parent portal to monitor grades and attendance, encouraging parents to participate in a youth center activity, or assembling a parent support group are some of the ideas recently discussed amongst staff as ways to increase parental involvement.

Component #6: Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments

Teachers at CHS are at the center of all decisions regarding the use of academic assessments to inform instruction and measure student growth. The principal dedicates one Friday per month to meet with staff and discuss student data, issues, and concerns. Everyone has a voice in charting the school's direction and plays a role in focusing on assessments that will best measure student performance. This approach has been helped along with the formation of a PLC with teachers from neighboring Tech Prep High School and other sites in the district. At least once per month, teachers work collaboratively with their peers to not only develop, plan, and follow through with SMART goals, but also to discuss how to know if students are learning. These measures have led to more frequent formal and informal ways of assessing whether students are learning what they need to know and how to respond to the data.

Component #7: Activities to Ensure that Students Who Experience Difficulty Attaining Proficiency Receive Effective and Timely Additional Assistance

CHS is fortunate to have a staff that cares for the academic and emotional well-being of all students. When data from formal or informal assessments reveals a student/s having difficulty attaining proficiency or failing to understand basic skills and concepts, three primary approaches are taken to provide effective and timely assistance. They are:

1. Extend the class period. Though CHS operates on a seven period day, the classes are self-contained. This means that if the teachers finds that on occasion students need a little more time on a subject, he/she can delay the start of the next subject to ensure students understand what it is they need to know.
2. Assign an aide to assist. In addition to having a caring and responsive staff, CHS is very fortunate to have the assistance of up to four part-time aides (two in the morning and two in the afternoon) and one special education aide in the classroom. If a student is having difficulty, an aide can be assigned to work with a student individually or in a small group setting to reinforce the day's lesson and ensure students are not being left behind in their learning.
3. Meet with students during Study Skills. The last 30 minutes of each school day is dedicated to students catching up on the day's lessons and assignments. If help is needed, this is the time for students to receive one-on-one assistance from the teacher, aide, or in some cases both.

Component #8: Coordination and Integration of Federal, State, and Local Services and Programs

There is clear coordination and integration of federal, state, and local services and programs. The Tulare Joint Union High School governing board, along with support and advisement from district administration, have clear evaluation and monitoring procedures regarding student performance, school programs and operations, and the fiscal integrity of the district. This is evidenced by the development of district priorities and strict adherence to the adoption of the LCAP goals, which mirror the eight state priorities in addressing pupil outcomes, conditions of learning, and engagement. With input from school site administration the Superintendent and other district office personnel report to the board regularly on progress and achievement of the LCAP

goals, its metrics, the district priorities, and the financial health of the district through interim financial reports.

The demographic make-up (as reported in Dataquest) of the CHS students who are supported by the various components of the Schoolwide Plan is as follows:

Enrollment

Countryside High School can maintain a daily enrollment of up to forty students. The enrollment data shown below is the school's enrollment on the first Wednesday of October otherwise known as Census Day. The data shows CHS with an average yearly enrollment of 23 students, but when cumulative enrollment is factored the average yearly enrollment jumps to 39 students. Though 2018 enrollment at Census was lower than normal, the reality is enrollment fluctuates throughout the year as students are added and later drop. Also, due to when referrals are received growth typically occurs steadily throughout the school year.

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment Census Day	Cumulative Enrollment
2017	3	4	6	11	24	37
2018	3	5	3	4	15	36
2019	4	12	10	4	30	45

- Enrollment in grades 10 and 11 make up more than half of total enrollment over the last two school years.
- Overall enrollment at CHS, per 2019 data, represents less than 1 percent (.53) of the districts total student enrollment of 5,621.

Enrollment by Gender

	2017	2018	2019
Boys	12 or 50%	8 or 53%	18 or 60%
Girls	12 or 50%	7 or 47%	12 or 40%

- Whereas the district is nearly equal in its enrollment of boys and girls CHS has had a larger enrollment of boys over the last two years

Enrollment by Ethnicity

	White	Hispanic or Latino	African American	American Indian	2 or more races
2017	8 or 33%	14 or 58%	1 or 4%	n/a	1 or 4%
2018	6 or 40%	9 or 60%	n/a	n/a	n/a
2019	8 or 27%	19 or 63%	2 or 7%	1 or 3%	n/a

- Enrollment of Hispanic or Latino students is the largest group of enrollees followed by White students and together make up 90% or more of the school's ethnic enrollment.
- The above ethnic distribution mirrors the district with the Hispanic or Latino population having the most enrollees followed by White, African American, and other.

Enrollment of Special Populations

	EL	Foster	Homeless	Migrant	SPED	SED
2017	1 or 4%	1 or 4%	3 or 13%	0	8 or 33%	19 or 79%
2018	0	1 or 7%	1 or 7%	0	6 or 40%	14 or 93%
2019	1 or 3%	1 or 3%	1 or 3%	0	15 Or 50%	25 or 83%

- It is common in a small school setting such as CHS for students to be part of multiple sub-groups, i.e. a student identified as both SPED and SED.
- Whereas the percentage of EL and Migrant student enrollment is typically lower than the district as a whole CHS tends to have a significantly higher percentage of Foster, Homeless, Special Education and SED students.

Attendance

The staff at CHS recognize attendance is critical to academic achievement, students receiving needed mental health supports, and that school funding is based on how many students attend each day. Attendance monitoring by staff and use of the Attention 2 Attendance (A2A) program helps to identify, track, and take action on students exhibiting excessive absences. Interventions relative to students with excessive absences starts with parent/student meetings to find out the cause of the absences and to offer support or solutions. If the student continues to be absent a referral to SARB or court may be submitted to the district Attendance Officer. In some cases, a student is placed on an attendance contract and continued failure to attend begins the process of the student being referred back to his/her referral school. On a more positive note, attendance data is also used to recognize and reward students for PAWS incentives.

	End of Year Average Percentage of Attendance	Chronic Absenteeism Rate ¹
2017	84.65%	67.6%
2018	83.69%	63.3%
2019	85.35%	61.9%

¹ Students are determined to be chronically absent if they were enrolled for a total of 30 days or more and they were absent for 10% or more of the days they were expected to attend

- End of year average percentage of attendance increased by 1.66% in 2019 but is lower than the district's three year average of 96.09%
- Chronic absenteeism has declined by 5.7% over the last three years but remains significantly higher than the district rate of 5.7% in 2019

Suspensions and Expulsions

The administration and staff practice a positive approach to student discipline. Teaching and reinforcing both acceptable and viable alternatives for handling difficult social and/or personal situations helps to leave suspensions as a last resort. Staff rely heavily on communication with parents, counselors, psychologists, therapists, police and other support staff to help modify student behavior, solve problems, and decrease home suspensions so students stay in school to work on their issues.

	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Expulsion Rate
2017	9	6	16.2%	0%
2018	14	7	19.4%	0%
2019	7	5	11.1%	0%

- Total suspensions have decreased by 7 from 2018 to 2019 and most incidents are deemed non- discretionary suspensions such as; assaults, threats, possession of drugs, under the influence of drugs, and sexual harassment.
- Along with a decrease in total suspensions the unduplicated count of students suspended has also decreased from 7 students in 2018 to 5 students in 2019
- Whereas the school suspension rate is higher than the district suspension rate of 7.7% in 2019 CHS has a 0% expulsion rate compared to the district's rate of .57%

Graduation & Dropout Data

CHS staff takes pride in helping as many students as possible graduate on time whether the student stays and graduates with the school, another alternative education program in the district, or chooses to return to the comprehensive school campus.

	Graduation Rate	Dropout Rate
2017	Not available ¹	Not available ¹
2018	Not available ¹	Not available ¹
2019	Not available ¹	Not available ¹

¹To protect student privacy, data are suppressed if the selected student population is 10 or less.

CAASPP

Due to the small size of the school CAASPP percentages are not calculated or displayed in Dataquest when the number of students tested is ten or less either because the number of students is too small for statistical accuracy or to protect student privacy. The only year CAASPP performance data is available within the last three years is 2019. A total of 13 students were tested.

English		Math
Standard Exceeded	30.77%	0%
Standard Met	15.38%	0%
Standard Nearly Met	23.08%	23.08%
Standard Not Met	30.77%	76.92%

- The 2019 standard exceeded or standard met rate of 46.15% in ELA is near the district rate of 53.32% but the 0% rate in standard exceeded or standard met in math is well below the district rate of 23.83%

CELDT/ELPAC- due to the small enrollment of English Learners there is no data to display.

Sierra Vista Charter High School

351 N. "K" Street, Tulare, Ca. 93274



Schoolwide Plan

2019 - 2020

Tulare Joint Union High School District

426 North Blackstone

Tulare, CA. 93274

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Introduction

Sierra Vista Charter High School (SVCHS) is located in the city of Tulare, nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The economy of the community is highly dependent upon agriculture, as it is the largest private employer in the area accounting for nearly a quarter of all jobs. It is estimated that the 2017 median household income in Tulare County was \$47,196, compared to the U.S. median household income of \$57,617 and the California median household income of \$63,783. Approximately 22% of the residents in Tulare earn an income below the poverty level. The state average is 14.3% and the national average is 12.7%.

The education of students in our community shows a slight improvement in the past six years, with only 16% of the population receiving less than a high school diploma. SVCHS is a dependent charter with Tulare Joint Union High School District (TJUHSD). Our district encompasses a community of more than 78,000 residents from Tulare and the surrounding areas, 74% of our district is considered low socio-economic, while 10% are identified as English Language Learners.

Based on the 2017 Census data, the population of Tulare is 63,855: 58.1% Hispanic, 34.4% Non-Hispanic, White 3%, African American 3.4%, Asian 2.3%, Multi-race 3.4%, American Indian 1%. There has been a steady increase in Tulare's population over the years, that many attribute to the affordable housing market and the availability of unskilled work in the

The Tulare Joint Union High School District encompasses a community of more than 78,000 residents. Sierra Vista Charter High School averages between 90 and 110 students at any given time. Within the student population, 9% are English Learners, while 89% are low socioeconomic status. We serve 9th-12th grade students who desire an alternative to the comprehensive school day model. Our goal is to assist students and support them by offering a program designed to help with personal, family, or medical hardships to continue their education using the independent study program model. Additionally Sierra Vista Charter High School provides options to enhance student opportunities such as ASB, athletics, art, science laboratory, and A-G online courses. The principal goal of SVCHS is to provide a hybrid Independent Study program open to all students which includes both direct classroom instruction and online options.

Component A: Schoolwide Reform Strategies

- 1. Continue to evaluate and monitor procedures carried out by the governing board in relationship to the LCAP metrics, including review of student performance toward career and college readiness, overall school programs, operations, and the fiscal health of the school.**

The review of the LCAP goals and the eight state priorities are held in open session of the board meetings. All stakeholders receive the opportunity to provide input as the goals and priorities are being reviewed and discussed. Areas of focus are discussed and action plans are then developed and implemented to target growth areas. The business office works with the school site in providing fiscal oversight of budgets and spending. This is overseen by the Board. Input on budgets and spending is provided by the Budget Advisory Committee.

The school administration effectively supports professional development by dedicating time, material, personnel, and fiscal resources to this purpose. The general goal of the district and site professional development is to facilitate the opportunity for all students to achieve academic standards and learning outcomes. School site training is supplemented by the district-wide, year-round professional development of all teachers and administrators.

Sierra Vista Charter High School offers access to a variety of different professional development opportunities that actively support teacher's best practices. Our teachers actively participating in professional learning communities to meet the school-wide learning outcomes and LCAP goals. Professional growth opportunities are researched-based and focused on the increased academic achievements of all students. The Tulare Joint Union High School District has brought in Solution Tree for continued development of PLCs in order to benefit teacher instruction and learning for students to be college and career ready.

Youth Mental Health and First Aid is provided to teachers in order to help adolescents (age 12-18) who may be experiencing trauma, mental health issues, addictions, challenges, or a crisis situation. Youth Mental Health First Aid is primarily designed for adults who regularly interact with youth. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations

- 2. Establish an administrative and counseling program that will support students and staff by providing leadership and support programs for the school**

In 2016-2017 SVCHS hired a full time principal and a full-time counselor. Prior to this year, these two positions were part time and shared responsibilities with another alternative campus. This limited their time to serve the student and staff. Having the full-time availability has provided on-going and consistent services, more collaboration, accountability and the necessary time to build a cohesive culture.

A school psychologist is on campus two days a week (Tuesday and Thursday) and every other Friday. This allows the psychologist to meet with students that are in need of emotional or social support. The psychologist conducts multiple services on campus such as one to one counseling, constructs and facilitates all 504 plans, writes behavior intervention plans, meets with regular education students upon request or referral from academic counselor, conducts psychological assessments, holds parent conferences, collaborate with Tulare Youth Bureau counselor, assists in home visits, and provides guidance during crisis situations.

SVCHS also hired a Testing Coordinator/Family and Community Liaison two days a week. This person is responsible for setting, administering and proper handling of all test materials for ELPAC, CAASPP, and CAST. This person has the responsibility of linking students and their families with community resources by acting as the school contact person for community outreach as well as assisting in the improvement of the attendance habits of students. Starting in 2017-2018 the TJUHSD implemented the Community Eligibility Provision (CEP). Since the TJUHSD participates in the National School Lunch and School Breakfast Program, The CEP will provide healthy breakfasts, lunches, and afternoon snacks each day at no charge for all students.

3. Continue to integrate the mission and vision of SVCHS by implementing and measuring Student Learning Outcomes (SLOs) into the curriculum.

In 2017-2018 SVCHS established student learning outcomes for each of the four core curriculums, English, Math, Science, and Social Studies. The objectives were set collaboratively using Professional Learning Communities and Friday morning meetings to concentrate on the common core standards. These learning outcomes show potential in the evaluation method to incorporate student growth measures but they are also an important method for improving instructional practice. **V.I.S.T.A.** represents the schoolwide student learning outcomes for SVCHS. They are **V**ocational and/or college ready, **I**ndependently responsible, **S**ocially aware and respectful, **T**echnological skill development, and **A**cademic achievement and advancement. SVCHS tracks student improvement in each of these areas i.e. test scores (V), attendance (I), suspension/expulsion/drop out rates (S), technology (T), and passing rate for core curricular classes (A).

Vision Statement

The vision and purpose of Sierra Vista Charter High School is to provide a quality education to students in grades 9-12 who are in need of an alternative academic setting.

Mission Statement

The mission of Sierra Vista Charter High School is to provide a comprehensive developmental program addressing the academic, career, and personal/social development of all students. The program provides services to enhance academics, encourage self-awareness, foster interpersonal communication skills, develop college and career readiness skills, and prepare all students to be contributing members of society.

Student Learning Outcomes

At SVCHS we believe in **VISTA** - *"The best view is from the top"*

V - Vocational and/or college ready

I - Independently responsible

S - Socially aware and respectful

T - Technological skill development

A - Academic achievement and advancement

4. Continue to concentrate on the common core standards.

Sierra Vista is made up of a teaching staff of full-time and part-time teachers. The TJUHSD provides in depth training on curriculum, creation of benchmarks, and teaching strategies that has helped in adopting a curriculum in each of the four core areas where they are all aligned with the common core standards.

In English, Edgenuity is used for freshmen, sophomores, and seniors. Juniors are placed in a classroom setting with an instructor who utilizes junior level common core curriculum, English Reading and Writing Composition (ERWC) and California Assessment of Student progress and Performance (CAASPP) interim assessments.

In the fall of 2017, SVCHS implemented a classroom curriculum in Algebra 1, Geometry, Algebra 2, and Consumer Math. Students are required to attend classes twice a week for two hours. Support classes have also been implemented into the schedule for students to receive extra support on Fridays.

In social studies, each of the courses have been aligned with the common core standards. The textbooks utilized for these courses are consistent with the comprehensive school sites and have been adopted district-wide.

Biology is taught using classroom instruction and google classroom. The biology curriculum has been aligned with the new Generation Science Standards (NGSS). Currently all A-G students on track to attend college take the lab and classroom instruction class, those on a CTE pathway take the class using google classroom with their supervising instructor.

In the Fall of 2016, SVCHS successfully completed the process of having all of the academic core courses and Spanish courses that SVCHS offers through the Edgenuity program approved in the UC Doorways. These courses include: English 1, 2, 3, 4, and ERWC; World History, U.S. History, Government and Economics; Algebra 1, Geometry, and Algebra 2; Biology and Chemistry; Spanish 1, 2, and 3. This will allow students to maintain an A-G academic plan and have the opportunity to be eligible to apply to a state college or university upon graduation.

Sierra Vista works closely with the district to ensure our students receive the same rigorous, common core aligned curriculum and textbook adoptions, as they would have on a comprehensive site. This allows a smooth transition as students transfer from one site to another.

5. Continue to provide Response to Intervention (RTI) so all students can be college and career ready.

The Response To Intervention (RTI) program allows students to receive individual instruction and tutorial to help students stay current with assignments and assessments. SVCHS provides a positive, safe, and nurturing learning environment that meets the needs of all students to be college and career ready. Sierra Vista Charter High School empowers students to achieve personal, educational and career goals. Our staff collaborates through professional learning communities to provide every student the opportunity to be successful through RTI. Sierra Vista Charter High School requires all students to participate in the RTI program in order to reach success within the classroom to be college and career ready. Students are assigned RTI on Fridays if they are falling behind academically or are scoring below average on formative assessments.

Evidence:

PBIS

2017 PBIS Bronze Award Recognition
2018 PBIS Bronze Award Recognition
2019 PBIS Silver Award Recognition

Expulsion Rate

2017: Expulsion Data .43%
2018: Expulsion Data 0%
2019: Expulsion Data 0%

Graduation Rate

2017: 55.9% Graduation Rate
2018: 73.2% Graduation Rate
2019: 82.8% Graduation Rate

Chronic Absenteeism Rate

2017: Rate 68.5%
2018: Rate 43%
2019: Rate 31%

Dropout Rate

2017: Dropout Rate 23.5%
2018: Dropout Rate 10.7%
2019: Dropout Rate 13.8%

Attendance Rate

2017: Rate 79.2%
2018: Rate 84.5%
2019: Rate 88.4%

Suspension Rate

2017: Suspension Data .4%
2018: Suspension Data .6%
2019: Suspension Data 3.1%

Component B: Instruction by Highly Qualified Teachers

Sierra Vista Charter High School Staff:

<u>Name</u>	<u>Position</u>
Dereck Domingues	Principal
Veronica Covert	School Counselor
Susan Meadows	School Psychologist
Corinna Gilbert	Supervising Teacher
Tiffini Knight	Supervising Teacher/English Teacher
Wendy Miller	Supervising Teacher/Math Teacher
Gloria Parke	Supervising Teacher/Math Teacher
Katie Wilding	Supervising Teacher
Christe Byerlee	Supervising Teacher
Luis DaSilva	Special Education Teacher
Angela Hamilton	Culinary Arts Teacher
Gloria Hernandez	ELD Teacher
Yvonne Luiz	Supervising Teacher/Biology Teacher

1. The procedures to ensure all staff members undergo training and preparation to be highly qualified in their subject matter.

The Tulare Joint Union High School District, through the use of Edjoin, is the first point of contact for new employees. Through the use of Edjoin, applicants submit applications, are screened, and narrowed down to be selected for interviews with human resources, site administration and an interview panel of their peers interview the applicant. Once applicants are narrowed down, they are invited to a second level interview with the superintendent before being recommended to the Board of Trustees.

Every teacher is required to complete the California Teacher Induction Program (TIP) in order to obtain their California Clear Credential. During this time, teacher candidates are required to work one-on-one with an assigned mentor and must satisfy a number of meeting hours and standards in order to finish the program. Pre-intern and intern teachers are supported via the Intern-Mentor program established by the district.

Teachers and the administration team meet weekly for professional learning communities. Teachers from each subject matter are represented in the PLC process. Two of our teacher's and our Counselor attend PBIS meetings and relay information back to our PLC several times per year. Policy, norms and procedures are discussed at these meetings with an emphasis on how disciplinary procedures can be carried within the bounds of the Ed Code as well as practices, tools and resources available to assist in the responsibilities, operational practices and decision making as a staff. Which in turn guides are SMART goals, SPSA and LCAP.

2. The procedures to ensure all staff members undergo training and preparation to be highly qualified in creating a safe environment for students and staff.

Teachers are required to attend sessions on Alert Lockdown Inform Counter and Evacuate (ALICE) trainings, during which plans are discussed on how to handle an active shooter/violent intruder situation. Staff were also put through a training and simulation of an active shooter on campus. Students are trained using a google slideshow and classroom discussion with their trained instructor.

Teachers must also complete a student mental health training in order to recognize the signs of mental distress/trauma in students and possibly prevent incidents of defiant behaviors and/or harmful behaviors to a student's well-being, which may include suicide.

Component C: Continue to Provide High-quality and Ongoing Professional Development

1. Continued work on professional learning communities and SMART goal development.

SVCHS staff focus on school-wide learning outcomes through PLC's and development of SMART goals. Each year SMART goals are reviewed and revised. SVCHS provides rigorous curriculum that is accessible to all students through all courses/programs offered. Through the PLC process, teachers break down the common core standards and identify the major fence posts in order to create learning objectives and lessons that foster the learning of all students to be college and career ready.

2. Continue providing professional development

Teachers at SVCHS have equal access to high quality professional development available to teachers in the district. With only five full time teachers, it's hard to fully participate in everything that goes on in the district but mandatory trainings are attended as well as those deemed important or critical to improving school-wide goals.

Past high quality professional development completed by staff to support school-wide goals or reform strategies include, but are not limited to, the following:

- Youth Mental Health First Aid (YMHFA)
- Positive Behavioral Interventions and Supports (PBIS)
- Substitution, Augmentation, Modification, and Redefinition Training (SAMR)
- Hyperdocs Training
- Alert, Lockdown, Inform, Counter, Evacuate (ALICE) Active Shooter Training
- IO Assessments Training
- Professional Learning Community (PLC) Training
- District Literacy Session Training
- Read and Math 180 Training

Current and on-going high quality professional development for teaching staff includes:

- Participation in the district-wide Biology PLC
- Participation in the Tulare Western math PLC
- Participation in the Tulare Western English PLC
- Technology PD the first Friday of every month

3. Continue to support learning with time, personnel, materials and fiscal resources to facilitate student achievement through academics to be college and career ready.

The school administration effectively supports professional development by dedicating time, material, personnel, and fiscal resources to this purpose. The general goal of the district and site professional development is to facilitate the opportunity for all students to achieve academic standards and learning outcomes. School site training is supplemented by the district-wide, year-round professional development of all teachers and administrators. Sierra Vista Charter High School offers access to a variety of different professional development opportunities that

actively support teacher's best practices. Our teachers actively participate in professional learning communities to meet the school-wide learning outcomes and LCAP goals. The Tulare Joint Union High School District has brought in Solution Tree for continued development of PLCs in order to benefit teacher instruction and learning for students to be college and career ready.

Component D: Strategies to Attract Highly Qualified Teachers to High- Need Population

Sierra Vista Charter High School employs 5 full time and 5 part time teachers. All certificated staff teach in their credentialed subject area. Currently there is not a need to recruit additional certificated staff.

The school has gone through a population change due to the addition of a new alternative school within the district in 2015. At one time SVCHS housed over 350 students but enrollment dropped to a low of 76 students after the opening of the new school. Current enrollment is 96 students and can accommodate up to 120. The school is on an upward swing and enrolling new students daily.

While our school has continued to grow we have not had issues finding highly qualified teachers who want to work with independent study students. Many support services are provided to all students on campus through Title 1 and LCAP funding.

Component E: Strategies to Increase Parent Involvement

All SVCHS students and parents/guardians meet with the counselor during new student registration. Each student is registered for classes to ensure students are enrolled in the proper classes. All communication to parents is completed through AERIES communication, phone calls, emails, direct messaging, parent/teacher conferences, parent/counselor conferences, and or parent/principal conferences. Parents will also attend the district's annual Back-to-School Night. Some parents volunteer to sit on the School Site Council, DELAC, ELAC, and Budget Advisory Committees.

Parents/Guardians also attend all 504's, IEP's, SARB meetings, as well as Student Study Teams to ensure students are receiving accommodations and/or modifications as it pertains to the student. Teachers and staff also attend these meetings and follow the guidelines approved of the committee to provide services needed to make sure students' needs are met. Parent involvement is a priority in order to make sure students' needs are being addressed.

Component F: Measures to Include Teachers in Decision Regarding the Use of Academic Assessments and Curriculum

- 1. Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs, including assessments and curriculum.**

Instruction is supported by the professional learning communities and staff development decisions that encourage improvement and the implementation of successful researched-based teaching methods.

The development of formative and summative assessments are established and monitored by the PLC team. The review of the existing processes is to determine the degree to which action plans and goals are being met by both the students and the instructor.

A culture of collegiality and collaboration exists at SVCHS to benefit both teachers and students on campus. Many staff members continue to grow in the collaborative PLC process, participating in the item analysis procedure, used to identify strengths and weaknesses in student performance, improving the quality of common and summative formative assessment instruments, and improving instructional practices. School site professional development is organized at both the district-level and school-level.

- 2. Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences as it pertains to curriculum and assessment.**

The SVCHS school leadership team along with the staff have established norms that govern the process of facilitating meetings for all staff, establishing agreed-upon operating procedures for meetings. Administration and staff may consult on a variety of readily available policies, organizational charts, and employee handbook that details responsibilities, operational practices, decision making processes, and task relationships among employee groups. SVCHS has effective existing structures for internal communication, planning, and resolving differences. These structures include work email, Google Calendar, Google Docs, Aeries, staff mailboxes, professional learning communities, faculty meetings, School Site Council, PBIS, and staff celebrations. The administration has an open door policy where all staff have the opportunity to discuss differences in a non-hostile environment in order to do what's best for student success.

- 3. Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.**

All students are assessed multiple times throughout each semester in English, Math, Science, and Social Studies. Students who do not meet the minimum requirement for understanding can retake missed questions on the assessment up to three times. If after the third retake the student cannot meet the minimum requirements the teacher can verbally reassess the student.

Components G: Activities to Ensure that Students who Experience Difficulty Attaining Proficiency Receive Effective and Timely and Additional Assistance.

Students having difficulty showing competency in core curricular courses are offered additional assistance through intervention programs and site services. When data from formal or informal assessments reveals a student is not attaining proficiency or failing to understand basic skills and concepts students are assigned to Friday Response To Intervention.

1. RTI-Science, Math, and English
2. RTI Group
3. Tutoring
4. Resource Lab
5. Computer Lab
6. Student work center
7. Individual tutoring with Instructional Aide in English and Math
8. Individual tutoring with Biology teacher

Component H: Coordination and Integration of Federal, State, and Local Services and Programs

- 1. Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.**

The TJUHSD Board of Trustees work closely with the district superintendent and assistant superintendents to govern in the best interest of the TJUHSD staff, community and its stakeholders. The Board reviews performance data, school goals, graduation rates and attendance data provided by the assistant superintendent and the principals. Board members are present at Budget Advisory Committee meetings and provide feedback to the LCAP to meet the District and SVCHS's vision, mission, and student learning outcomes. All board documents are available to staff and are invited to attend open session meetings.

- 2. Provide information about the governance structure and its responsibilities.**

The TJUHSD Board of Trustees work closely with the District Superintendent and Assistant Superintendents to govern in the best interest of the community and its stakeholders. The Board reviews performance data, school goals, graduation rates, and attendance data. Board members are present at many of the events held in the community. They are available for comments from any and all stakeholders including community members, parents, students and faculty of the district.

The Board solicits input from stakeholders through the use of surveys and open discussion period at board meetings. The district also works with a local newspaper and education correspondent to provide information about the district to the community. The Board works closely with district administration, site principals, and community members to identify district priorities; which in turn provides insight to the district LCAP goals and SVCHS's LCAP goals.

3. Explain how the school's vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.

Guidelines are established by the California state law and local education board policies. In order to provide a clear focus to district priorities, activities and operations, the Board of Trustees has adopted a long-range vision that sets the direction for the district which is focused on student learning outcomes and academic achievement goals. This vision is incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and the Local Control Accountability Plan (LCAP).

Regular board meetings are held twice a month on Thursday evenings. staff, parents, students and community members are encouraged to attend the meetings. Our campus has a student representative who attends each board meeting and updates the board on projects, activities and events, both on and off campus.

Board documents are available through the district website and are provided pursuant to the California Education Code. The Tulare Joint Union High School District is governed by a five-member board, each serving a four-year term.

Attendance

The staff at Sierra Vista recognize attendance is critical to academic achievement. Students with chronic absenteeism are not successful in an independent study program. Administration, counseling, parents and students conference when students stop attending on a regular basis. Students who violate their master agreement based on attendance are referred back to their comprehensive site through the Ed Ops Committee referral program. Sierra Vista Charter High School has seen a steady decrease in chronic absenteeism and an increase in attendance.

	End of Year Average Percentage of Attendance	Chronic Absenteeism Rate¹
2017	79.02%	68.5%
2018	84.50%	43%
2019	88.39%	31%

Suspensions and Expulsions

Suspensions are minimal at Sierra Vista Charter High School and there has only been one expulsion since 2017. Students work one-on-one with their teachers, this does not allow for negative student interaction. Through the use of video surveillance, administration and counseling monitor student interaction and behavior in the library, computer lab, student work and lunch areas. Students sign a master agreement stating they understand a strict code of conduct while attending SVCHS. If the code of conduct is violated, a parent/student/administration/counseling meeting is held to determine the future enrollment of the student. Some students are placed on behavior contracts to curb negative behavior.

	Total Suspensions	Suspension Rate	Expulsion Rate
2017	1	.4%	.43%
2018	1	.6%	0%
2019	5	3.1%	0%

Graduation & Dropout Data

SVCHS has seen a steady increase in graduation rate and a decrease in dropout rates.

	Graduation Rate	Dropout Rate
2017	55.9%	23.5%
2018	73.2%	10.7%
2019	82.8%	13.8%

Supporting Evidence and Documentation to back up SVCHS Components:

- District Vision and Mission Statements
- Board Policies and Administrative Regulations on District Website
- TJUHSD LCAP
- SVCHS LCAP
- Board Meetings (agendas and minutes)
- SARC
- Master Schedule
- School Plan for Student Achievement
- Professional Development Calendar
- Professional Development
- Budget Advisory Committee
- Back to School Night
- Newsletter
- Administration, Guardian, New Student Registration Meetings
- Student Handbook
- School Safety Plan
- Professional Learning Communities
- Uniform Complaint Procedure
- Collective Bargaining Agreement
- Salary Schedule
- Employee evaluation
- Evaluation Procedures
- College and Career Day
- Guardian LCAP Survey
- Staff LCAP Survey
- School Climate Survey
- Healthy Kids Survey
- Digital Citizenship Lessons and Survey
- PBIS Lessons
- Friday RTI
- Aeries Communication
- SAMRwise
- STAR Reading Levels
- CAASPP-IAB- Interim assessment Blocks
- Weekly Professional Learning Community Agendas
- SMART Goals
- School Site Council Agendas
- English Learner Advisory Committee Agendas
- Safety Committee Meeting Agendas
- College Night
- Intake Meeting
- Board Awards

Areas for Improvement: As we continue to implement successful services for student success, we need to continue to provide Title 1, LCAP, and district funds to increase student performance in the following areas.

- Continue to add CTE Classes and Support
- Continue to Increase Reading Levels
- Continue to Increase CAASPP Results in ELA
- Continue to Increase CAASPP Results in Math
- Continue to Increase Math Pass Rate
- Continue to Focus on SMART Goals
- Continue to Focus on Data Driven Outcomes
- Continue to Increase Graduation Rate
- Continue to Decrease Dropout Rate
- Continue to Increase Attendance Rate
- Continue to Decrease Chronic Absenteeism Rate
- Continue to Decrease Suspension Rate
- Continue Common Core Curriculum
- Continue Technology Training

Accelerated Charter High School

4136 N. Mooney Blvd. Tulare, Ca. 93274



ACCELERATED
CHARTER HIGH SCHOOL

Schoolwide Plan 2019 - 2020

Tulare Joint Union High School District
426 North Blackstone
Tulare, CA. 93274

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Introduction

Accelerated Charter High School (ACHS) is located in the city of Tulare, nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The economy of the community is highly dependent upon agriculture, as it is the largest private employer in the area accounting for nearly a quarter of all jobs. It is estimated that the 2017 median household income in Tulare County was \$47,196, compared to the U.S. median household income of \$57,617 and the California median household income of \$63,783. Approximately 22% of the residents in Tulare earn an income below the poverty level. The state average is 14.3% and the national average is 12.7%.

The education of students in our community shows a slight improvement in the past six years, with only 16% of the population receiving less than a high school diploma. ACHS is a dependent charter with Tulare Joint Union High School District (TJUHSD). Our district encompasses a community of more than 78,000 residents from Tulare and the surrounding areas, 74% of our district is considered low socio-economic, while 10% are identified as English Language Learners.

Based on the 2017 Census data, the population of Tulare is 63,855: 58.1% Hispanic, 34.4% Non-Hispanic, White 3%. African American 3.4%, Asian 2.3%, Multi-race 3.4%, American Indian 1%. There has been a steady increase in Tulare's population over the years, that many attribute to the affordable housing market and the availability of unskilled work in the

The Tulare Joint Union High School District encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students. Accelerated Charter High School averages between 150 and 160 students at any given time. Within the student population, 31% are English Learners, while 87% are low socioeconomic status. We serve 11th and 12th grade students whom are behind on credits and not on track to graduate. Our goal is to assist students with credit accrual and support them within their individual needs through the response to intervention system and CAASPP standards. ACHS provides a positive, safe, and nurturing learning environment that meets the needs of all students to be college and career ready by offering hope, direction, and the opportunity for success. Accelerated Charter High School empowers all students to achieve personal, educational and career goals. The uniqueness of each individual will be embraced through student-centered and engaging curriculum, relevant experiences, community collaboration and positive relationships with staff and peers. We encourage every student to be a Titan HERO, to have Honor, to put forth Effort, to show Respect, and to Overcome Obstacles, despite the situation students are in. Our staff collaborates through professional learning communities to provide every student the opportunity to be successful through response to intervention and our "zeros not accepted" policy. Our goal is to fill in the gaps of each individual student, despite their background in their educational journey. While implementing common core standards across the curriculum with student driven goal settings along the way. We have partnered with the local community college, College of the Sequoias, to offer a hands on, dual enrollment electrical courses on site. We have also expanded our Career Technical Education offerings with programs that lead into the Tulare Adult School. Accelerated Charter High School allows Tulare Joint Union High School District to offer alternative programs under the provisions outlined in the California Charter School Act. Supporting the district and the community with their "At Risk" student population to get them back on track towards being college and career ready.

Component A: Schoolwide Reform Strategies

- 1. Continue to evaluate and monitor procedures carried out by the governing board in relationship to the LCAP, metrics, including review of student performance toward career and college readiness, overall school programs and operations, and the fiscal health of the school.**

The review of the LCAP goals and the eight state priorities are held in open session of the board meetings. All stakeholders receive the opportunity to provide input as the goals and priorities are being reviewed and discussed. Areas of focus are discussed and action plans are then developed and implemented to target growth areas. The business office works with the school site in providing fiscal oversight of budgets and spending. This is overseen by the Board. Input on budgets and spending is provided by the Budget Advisory Committee.

The school administration effectively supports professional development by dedicating time, material, personnel, and fiscal resources to this purpose. The general goal of the district and site professional development is to facilitate the opportunity for all students to achieve academic standards and learning outcomes. School site training is supplemented by the district-wide, year-round professional development of all teachers and administrators.

Accelerated Charter High School offers access to a variety of different professional development opportunities that actively support teacher's best practices. Our teachers actively participating in professional learning communities to meet the school-wide learning outcomes and LCAP goals. Professional growth opportunities are researched-based and focused on the increased academic achievements of all students. The Tulare Joint Union High School District has brought in Solution Tree for continued development of PLCs in order to benefit teacher instruction and learning for students to be college and career ready. Dual enrollment classes are offered at ACHS as well as career pathway opportunities.

Youth Mental Health and First Aid is provided to teachers in order to help adolescents (age 12-18) who may be experiencing trauma, mental health issues, addictions, challenges, or a crisis situation. Youth Mental Health First Aid is primarily designed for adults who regularly interact with youth. The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a 5-step action plan for how to help young people in both crisis and non-crisis situations

- 2. Continue to integrate the mission and vision of ACHS by implementing Schoolwide Learning Results (SLO) into the curriculum and measure how successful students are at achieving their SLO's.**

In the fall of 2015, a steering committee was established to create a charter school to support the students of TJUHSD with an alternative option to be successful in their educational journey. The committee guided the foundational makeup of Accelerated Charter High School, creating the vision, mission and educational philosophy of ACHS. Consisting of staff members represented from all three comprehensive sites, the two alternative programs, district personnel, and community members of the Tulare Joint Union High School District, the steering committee identified desired outcomes to direct the work of ACHS in order to support the LCAP goals established by the district. A guiding principle that resonated throughout the structure established to support student learning was, "failure is not an option." A continued belief that has become a foundational core value at ACHS. It is rooted into our daily structure and organizational

operations. The steering committee finalized the charter application by December 31st and submitted it to the California Department of Education. In March of 2016 the committee was notified that the district's charter was approved by the state of California.

In the spring of 2016, stakeholder representatives gathered to facilitate a mission, vision and expected schoolwide learning results. Accelerated Charter High School's mission, vision and Schoolwide Learning Outcomes (SLO) reflects the school's purpose to inspire struggling high school students to reconnect to school culture and achieve their academic goals. The stakeholders at TJUHSD recognize that the first step toward high achievement of academic standards is having students believe that they are academically capable and that the investment in learning is worth their time and effort. During the 2017-2018 school year, all stakeholders and the current staff of ACHS revisited the mission, vision and SLO's and firmly established them as core values of Accelerated Charter High School.

As part of Accelerated Charter High School's ongoing training and development through the Positive Behavioral Intervention and Supports (PBIS) model, the school created the motto: Be a Titan HERO. The elements of being a Titan HERO were used to develop the expected schoolwide learning outcomes that encapsulate the social, life skills, and academic goals that will lead to both high student achievement of academic standards and positive post secondary outcomes. All staff are trained to support this model with Youth Mental Health Training through Tulare County Office of Education and on-going establishment of a working response to intervention system in order to support these outcomes.

Vision Statement

Accelerated Charter High School provides a safe, positive and nurturing environment to empower students to achieve personal, educational and career goals. The uniqueness of each individual will be embraced through student-centered and engaging curriculum, relevant experiences, community collaboration, and positive relationships.

Mission Statement

The mission of Accelerated Charter High School is to provide a positive learning environment that meets the needs of all students to be college and career ready by offering hope, direction, and the skills needed to become contributing members of the global community.

Be a Titan HERO

Expected Schoolwide Learning Results

Technically and Professionally Competent

- Problem Solver and Critical Thinker to be College and Career ready

Independent

- Self-directed and takes on Personal Responsibilities

Technologically Savvy

- Skills to Access and Positively Contribute Digital Citizenship to the Global Community

Accountable

- Commits Effort to Read, Write, Speak, Listen with a Growth Mindset

Never Stop Learning

- Persevere over Obstacles and be Tolerant in Life Experiences

Positive Behavioral Intervention and Support System

Honor

Effort

Respect

Overcoming Obstacles

HERO CODE: SHOW RESPECT TO PEOPLE AND PROPERTY, USE SCHOOL APPROPRIATE LANGUAGE, BE HONEST AND TRUSTWORTHY, FOLLOW DIRECTIONS AND PERSEVERE, ALWAYS PUT FORTH YOUR BEST EFFORT

3. Continue to provide rigorous and relevant curricular to demonstrate the connection between achievement and goal settings, in order for students to be college and career ready.

All students who come to ACHS are behind on credits and not on track to graduate. ACHS offers students the opportunity to accelerate on credits and graduate with their class. Completion of credits and receiving a high school diploma offers students the opportunity to graduate and pursue post secondary options. Accelerated Charter High School hosts a College and Career Day each year for all students. Students attend breakout sessions where they listen to guest speakers from various fields and occupations including, but not limited to: law enforcement, agriculture, social services, and military. The military placement exam, ASVAB, is also offered to students who wish to pursue military services. Our ACHS school counselor assists students with a wide range of information about college applications, scholarships, college entrance exams, placement tests, and financial aid, Dream Act, and web grants. A college visit to our local community college, College of the Sequoias (COS) is conducted in the fall and COS ambassadors visit the ACHS campus in the spring to offer the opportunity for students to enroll in associate or certificate programs. Prior to graduation all senior meet with the school counselor and conduct a graduation plan in order to meet their career goals.

Along with the pursuit of a high school diploma, ACHS offers dual enrollment in the area of electrician courses through the College of the Sequoias (COS). In order to receive an electrical certification through COS one must complete five courses. ACHS offers two out of the five courses in order to receive college certification. Other career technical education courses are offered in Agriculture Mechanics and Horticulture. ACHS provides students with an outdoor laboratory and greenhouse, where students receive hands on training in the area of horticulture. ACHS has extended their CTE program and added an additional CTE shop on campus. With this addition students are now able to complete courses towards welding certifications as well as forklift and scissor lift certifications. These additions have been added to provide additional options and support students to be college and career ready.

4. Continue to provide Response to Intervention to all students to be college and career ready.

Our goal is to assist students with credit accrual and support them within their individual needs through the response to intervention system by reaching for the CAASPP standards. ACHS provides a positive, safe, and nurturing learning environment that meets the needs of all students to be college and career ready, by offering hope, direction, and the opportunity for success. Accelerated Charter High School empowers students to achieve personal, educational and career goals. The uniqueness of each individual will be embraced through student-centered and engaging curriculum, relevant experiences, community collaboration and positive relationships with staff and peers. We encourage every student to be a Titan HERO, to have Honor, to put forth Effort, to show Respect, and to Overcome Obstacles, despite the situation students are in. Our staff collaborates through professional learning communities to provide every student the opportunity to be successful through response to intervention and our “zeros not accepted” policy (ZNA). Our goal is to fill in the gaps of each individual student while implementing common core standards across the curriculum. We have partnered with the local community college, College of the Sequoias, to offer a hands on, dual enrollment electrical courses on site. Accelerated Charter High School requires all students to participate in the RTI model in order to reach success within the classroom to be college and career ready. Student deploy out daily to receive much needed academic support, as determined by their core instructor. Students are not allowed to turn in work or complete an exam with 69% or lower. All students must reteach and reassess until meeting 70% or higher on assignments and exams. This is completed through the RTI model and backed up by our ZNA policy.

Evidence:

Weekly Schedule to support RTI:

Monday- Thursday

Periods 1-6 are available during A and B days- Periods are 1 hour and 55 minutes long

- A Days are Mondays and Wednesdays- Periods 1,3,5 with a 30 minute RTI deployment at the end of the day
- B Days are Tuesdays and Thursdays- Periods 2,4,6 with a 30 minute RTI deployment at the end of the day

Friday

Flex Schedule Periods 7 and 8- Periods are 1 hour and 30 minutes long, with a 2 hour RTI deployment at the end of the day

PBIS Status Quo

2017 PBIS Silver Award Recognition

2018 PBIS Silver Award Recognition

2019 PBIS Silver Award Recognition

Graduation Rate: Increase

2017: 75% Graduation Rate (2nd highest rate in Tulare County for Alt Ed Sites)

2018: 85% Graduation Rate (Highest rate in Tulare County for Alt Ed Sites)

2019: 97% Graduation Rate (Highest rate in Tulare County for Alt Ed Sites)

Dropout Rate: Decrease

2017: Dropout Rate 14%

2018: Dropout Rate 10%

2019: Dropout Rate 2.2%

Expulsion Rate: Decrease

2017: Suspension Data 4.6%

2018: Suspension Data 1.6%

2019: Suspension Data 0.07%

Suspension Rate: Decrease

2017: Suspension Data 21%

2018: Suspension Data 18%

2019: Suspension Data 14%

Chronic Absenteeism Rate: Decreased

2017: Rate 51.4%

2018: Rate 18.2%

2019: Rate 3.1%

Attendance Rate: Increased

2017: Rate 85%

2018: Rate 94%

2019: Rate 96%

Component B: Instruction by Highly Qualified Teachers**ACHS Staff**

Name	Position	Years at ACHS	Years in Education
Wendi Powell	Principal	4	18
Sara Zakarian	Dean	4	10
Abel Loza	School Counselor	4	10
Chris Covert	Teacher- PE/ Reconnecting Youth	2	2
Gloria Hernandez	Teacher- ELD	2	7
Elwynn Huffaker	Teacher- Science/Consumer Math	4	24
Abra McDowell	Teacher- ELA/ ASB	4	6
Frank Marinelli	Teacher- Ag Biology/ CTE	4	40
Dave Mayhew	Teacher- Social Science	4	30
Jill Monitz	Teacher- Resource Educator	2	11
Grace Patterson	Teacher- ELA	2	8
Michelle Reindl	Teacher- Integrated Math/ Cons Math	4	28
Charles Perkins	COS College Instructor- Electrical	4	4
Roxanne Bernard	School Psychologist	3	8
Elias Flores	SSIP Coach	2	2
Art Cabello	SSIP Coach	2	30
Travis Durbin	Drug and Alcohol Counselor	2	8
Deputy Jiame Garza	Community Resource Officer	4	4
Valerie Valencia	Principal's Secretary	4	10
Erendida Gomez	Community Liaison	3	15
Dana Shook	XL After School Program Coordinator	1	12

1. The procedures to ensure all staff members undergo training and preparation to be highly qualified in their subject matter.

The Tulare Joint Union High School District, through the use of Edjoin, is the first point of contact for new employees. Through the use of Edjoin, applicants submit applications, are screened, and narrowed down to be selected for interviews with human resources, site administration and an interview panel of their peers interview the applicant. Once applicants are narrowed down, they are invited to a second level interview with the superintendent before being recommended to the Board of Trustees.

Every teacher is required to complete the California Teacher Induction Program (TIP) in order to obtain their California Clear Credential. During this time, teacher candidates are required to work one-on-one with an assigned mentor and must satisfy a number of meeting hours and standards in order to finish the program. Pre-intern and intern teachers are supported via the Intern-Mentor program established by the district.

Teachers and the administration team meet weekly for professional learning communities. Teachers from each subject matter are represented in the PLC process. Two of our teacher's and our Dean of Students attend PBIS meetings and relay information back to our PLC several times per year. Policy, norms and procedures are discussed at these meetings with an emphasis on how disciplinary procedures can be carried within the bounds of the Ed Code as well as practices, tools and resources available to assist in the responsibilities, operational practices and decision making as a staff. Which in turn guides are SMART goals, SPSA and LCAP.

All teachers participate during the assigned instructional rounds days. Teachers during that time discuss the different levels of academic discourse and observe PLC SMART goals within the realms of instruction across curricular. Teachers also discuss learning strategies and observe these strategies that can be used in order to engage and encourage the use of higher levels of academic language in the classroom.

2. The procedures to ensure all staff members undergo training and preparation to be highly qualified in creating a safe environment for students and staff.

Teachers are required to attend sessions on Alert Lockdown Inform Counter and Evacuate (ALICE) trainings, during which plans are discussed on how to handle an active shooter situation. Staff were also put through a training and simulation of an active shooter on campus. Once all staff are trained, the administration holds a school wide assembly to disseminate information to students, with further instruction taking place in advisory period.

Teachers must also complete a student mental health training in order to recognize the signs of mental distress/trauma in students and possibly prevent incidents of defiant behaviors and/or harmful behaviors to a student's well-being, which may include suicide.

Evidence:

100% of teachers currently teach within their credentialed subject matter

Percent of students passing Core Courses with 70% or higher

- ELA 16-17: 82% 17-18: 84% 18-19: 80%
- Math 16-17: 72% 17-18: 71% 18-19: 68.5%
- Science 16-17: 85% 17-18: 85% 18-19: 75%
- Social Studies 16-17: 96% 17-18: 97% 18-19: 89%

CAASPP Test Scores- Need to improve

- Met or Exceeded ELA 16-17: 4% 17-18: 8% 18-19: 7%
- Met or Exceeded Math 16-17: 0% 17-18: 1% 18-19: 0%

Component C: Continue to Provide High-quality and Ongoing Professional Development

1. Continue to support learning with time, personnel, materials and fiscal resources to facilitate student achievement through academics to be college and career ready.

The school administration effectively supports professional development by dedicating time, material, personnel, and fiscal resources to this purpose. The general goal of the district and site professional development is to facilitate the opportunity for all students to achieve academic standards and learning outcomes. School site training is supplemented by the district-wide, year-round professional development of all teachers and administrators. Accelerated Charter High School offers access to a variety of different professional development opportunities that actively support teacher's best practices. Our teachers actively participating in professional learning communities to meet the school-wide learning outcomes and LCAP goals. Professional growth opportunities are researched-based and focused on the increased academic achievements of all students. The Tulare Joint Union High School District has brought in Solution Tree for continued development of PLCs in order to benefit teacher instruction and learning for students to be college and career ready. Dual enrollment classes are offered at ACHS as well as career pathway opportunities.

2. Continued work on professional learning communities and SMART goal development.

Accelerated Charter uses the Professional Learning Communities process to focus on rigorous and relevant curriculum. The ACHS staff focus on school-wide learning outcomes through the PLC process and development of SMART goals. Each year SMART goals are reviewed and revised in order to create goals with real world application that will prepare students for success in college, career, and life. ACHS provides rigorous, relevant, and coherent curriculum that is accessible to all students through all courses/programs offered. Through the PLC process, teachers break down the common core standards and identify the major fence posts in order to create learning objectives and lessons that foster the learning of all students to be college and career ready.

3. The current process to determine the measurable effects of professional development on student achievement.

Instruction is supported by staff development choices that encourage improvement and the implementation of student learning outcomes. These are measured by the STAR reading evaluation and the CAASPP-IAB given quarterly to all students at ACHS. This data is then evaluated through the professional learning communities where student learning outcomes are developed, measured and supported through professional development. Teachers, administration and district personnel are all represented in the Professional Development Committee to collaborate PD support for, not only ACHS, but the district as a whole. Accelerated Charter High School is represented by teachers and administration where data is presented on specific needs for the site where professional development is needed to achieve student learning outcomes.

Teachers facilitate learning by designing lessons around common core learning objectives and by holding students accountable to high standards. Students need to meet learning objectives and standards with a 70% or higher; if they fail to do so then they are placed on Response to Intervention (RTI) until the standard is met.

ACHS counselor, staff, and students develop learning plans to support students during intervention and Response to Intervention. Students are deployed out to Response to Intervention (RTI) by their teachers for daily support. Teachers identify students in need of further academic support through student work and assessments and teachers inform the counselor and administration of support every 8 weeks. Student schedules are then changed every nine weeks to support academic growth. This monitoring process is done daily, weekly and every nine weeks in order to support student learning outcomes.

Component D: Strategies to Attract Highly Qualified Teachers to High- Need Population

Accelerated Charter High School is in its 4th year of serving students in our community. The ACHS doors opened on August 11th, 2016. The school planned to open with 75 students but that quickly changed and opened with 130. At that time we had one principal, one dean, one counselor and 5.5 teachers. We grew rapidly during our first year, ending the year with 7.5 teachers and 156 students. Three years later we have grown to 8.75 teachers, a school psychologist at 80%, one full-time and one part-time gang intervention Life Coach, a full time Community Liaison and a full time Drug and Alcohol counselor. We serve between 150- 160 students at any given time. However, throughout the school year we reach approximately 200-220 students.

Within the student population, 87% of students qualify for low socio-economic status while 31% are identified as English Language Learners, which is higher than our district average of low socio-economics and English Language Learners. ACHS serves 11th and 12th grade students whom are behind on credits and not on track to graduate. Our three comprehensive sites refer students to our school in order to accelerate their credits. The female to male ratio consists of 30% female and 70% male. Our ethnic distribution consists of 88% hispanic, 9% caucasian, 2% African American, and 1% claim two or more races. The ACHS parent population reported that

35% are non- high school grads, while 40% received a high school diploma and 23% reported some college. Only 2% of our parent population claim to be college graduates.

While our school has continued to grow we have not had issues with finding highly qualified teachers who want to work with high-need students. Through the higher process and word of mouth many educators want to be apart of what is happening at ACHS. They like the concepts of a school dedicated to an RTI model, while still supporting professional learning communities and the whole child. Many support services are provided to all students on campus through Title 1 and LCAP funding so that teachers are able to focus on academic support while students receive emotional support. Thus far teachers have sought out to teach at ACHS and be apart of the programs available for students and staff. Although we work with at-risk students teacher desire to be here in order to affect students' lives in a positive way. With our 97% graduation rate and 95% attendance rate student also want to be at ACHS, which creates a positive working environment for staff and students. ACHS has a great reputation and lives by its mission: To provide a positive learning environment that meets the needs of all students to be college and career ready by offering hope, direction, and the skills needed to become contributing members of the global community. With our success, teachers want to be apart of the ACHS community and believe in the changes we are making in the lives of “at-risk” students.

Component E: Strategies to Increase Parent Involvement

All ACHS students and parents partake in a one-on-one intake during registration, in order to discuss each student’s individual learning plan to achieve credit accrual for graduation. Each student is then registered for classes, by the school counselor, to ensure students are enrolled in the necessary courses towards credit recovery. Every Friday students and guardians receive up to date grades. Every 9 weeks students receive credits and grades towards their requirements. Every 10 weeks they start their new courses in order to accelerate and gain credits towards graduation. Every session students are re-assessed in or order to provide intervention courses to support individual needs. Each day students attend response to intervention, as determined by the teacher and the need of the student. Parents are then notified and invited to attend our Titan Awards Celebrations at the end of every session. During the celebration parents receive important information pertaining to school programs, community programs, and other ACHS information to keep both parents and students involved.

ACHS runs on a quarter system rather than a traditional semester system. Our goal is to provide each student with the opportunity to complete career technical courses prior to graduation. Several students are enrolled in our dual program with the College of the Sequoias (COS). Students who are unable to fit the COS course in their schedule are enrolled in high school pathway courses, rather than dual enrollment courses. These high school pathway courses help to support and prepare students to be college and career ready. Each student is encouraged to participate in the COS placement process which is available on campus prior to graduation. Each student is also encouraged to register for FAFSA which is available on campus prior to graduation. All ACHS students attend College and Career Day, while all seniors participate in the Adult Education Consortium breakout sessions during fall and winter. The Adult Education Consortium

provides students with several local options for post- secondary certifications and college and career options. Parents are also invited to attend these sessions to support both their students and to find out about information that may also support them. ACHS also has an active School Site Council and ELAC. Parents also attend the Budget Advisory Committee meetings and participate in our LCAP surveys so that we can get the most up to date information on how to support our students and families.

Guardians also attend all 504's, IEP's, SARB meetings, as well as Student Study Teams to ensure students are receiving accommodations and/or modifications as it pertains to the student. Teachers and staff also attend these meetings and follow the guidelines approved of the committee to provide services needed to make sure students' needs are met. ACHS currently has the highest graduation rate in Tulare county as well as attendance rate compared to like schools. Parent involvement is a priority in order to make sure students' needs are being addressed.

Component F: Measures to Include Teachers in Decision Regarding the Use of Academic Assessments and Curriculum

1. Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs, including assessments and curriculum.

The school employs various teaching strategies that depend on shared responsibility, carefully considered instruction, and mutual accountability. Instruction is supported by the professional learning communities and staff development choices that encourage improvement and the implementation of successful researched-based teaching methods. Including state adopted curriculum and text.

These processes are evaluated regularly by the administrative team and the Professional Learning Community team. Additional forms of ongoing program evaluation include: curriculum collaboration with all core subjects, cross school core subject meetings, staff in-services in reading/writing strategies, SDAIE strategies, and Instructional Rounds. Staff and students share the responsibility of the Response to Intervention (RTI) system by committing to and deploying out to intervention support daily. Every Friday, staff contribute to a flex schedule where all students are deployed to intervention and/or enrichment, depending on the need of the student.

The development of formative and summative assessments are established and monitored by the PLC team. The review of the existing processes is to determine the degree to which action plans and goals are being met by both the students and the instructor. Teachers monitor the cycle of inquiry by constantly asking themselves: What do we want the students to know? How will we know if they know it? What will we do if they don't? This process leads the team with data driven analysis from curriculum and assessments.

A culture of collegiality and collaboration exists at ACHS to the benefit of both teachers and students on campus. Many staff members continue to grow in the collaborative PLC process, participating in the item analysis procedure, used to identify strengths and weaknesses in student performance, improving the quality of common and summative formative assessment instruments, and improving instructional practices. School site professional development is organized at both the district-level and school-level.

2. Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences as it pertains to curriculum and assessment.

The ACHS school leadership team along with the ACHS staff have established norms that govern the process of facilitating meetings for all staff, establishing agreed-upon operating procedures for meetings. Administration and staff may consult on a variety of readily available policies, organizational charts, and employee handbook that details responsibilities, operational practices, decision making processes, and task relationships among employee groups. ACHS has effective existing structures for internal communication, planning, and resolving differences. These structures include work email, Google Calendar, Google Docs, Aeries, staff mailboxes, professional learning communities, faculty meetings, School Site Council, PBIS, and staff celebrations. The administration has an open door policy where all staff have the opportunity to discuss differences in a non-hostile environment in order to do what's best for student success.

3. Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of stakeholders, including the staff, students, parents, and the business community.

Formal planning and communication occurs every nine-weeks with end of the session grades and credits distributed to students. Quarterly School Site Council meetings are held regularly as well as nine-week celebrations with parent/guardian informational meetings. Weekly professional learning committee meetings are adhered to by norms that guide the cycle of inquiry as we implement best practices and common core lessons across all curricular areas. Newsletters are sent out quarterly with a special Titan HERO Edition sent out monthly. The LCAP and Single School Plan for Student Achievement drives professional development, instruction and assessment. It is developed collaboratively with representatives from all stakeholder groups. Analysis of student performance data and the review of critical academic needs are the driving forces for the development of a focused action plan. There are correlations among the allocation of resources that drive both the LCAP and the SPSA. These resources are the driving force behind schoolwide learning outcomes that nurture the improvement of articulation across curricular school wide. Effective execution of the LCAP and SPSA is the foundation for achieving student outcome goals.

4. Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

All courses include high quality instructional practices that include all attributes of the formative and summative assessment process that follows the cycle of inquiry. Engagement strategies, including checks for understanding, such as random picks and pair-share activities are utilized

across all subject areas. Common core standards are broken down into learning objectives and are updated daily on teacher's focus boards in order to set goals and objectives for expected learning outcomes. Lessons are developed around learning goals for maximized standard learning that coincide with teacher SMART goals. School wide SMART goals are developed with the PLC team and include a focus on: character enriched lessons, activating prior knowledge, front loading knowledge when applicable, "Titan Talk" and "Titan Paragraphs" and reading and writing across the curriculum.

English Department

Expository Reading and Writing Course (ERWC) are implemented at both levels of ELA on the ACHS campus, ELA 9/10 and ELA 11/12. All students read and analyze a variety of both fiction and nonfiction texts. Students then write explanatory and argumentative essays in response to these texts. Various writing tasks are aligned with the Common Core State Standards and school wide learning goals. Skill development includes: annotation, summarising, analyzing, and synthesizing. Students are also expected to engage in: research, academic conversations, debates, oral presentations and projects. The goal is to challenge all students to develop academically through character-enriched lessons in order to become a positive and contributing citizens to the global community. Through these courses, students find success in life skills and become both college and career ready.

Math Department

In order to reach all students and requirements towards graduation, ACHS offers two core classes in mathematics: Integrated Math 1 and Consumer Math. All math classes require students to reason deductively and inductively and use appropriate tools to solve problems as required by Common Core Standards. The two mathematics courses challenge students by demanding academic rigor to master required content and skills. The goal of the math teachers is to require students to think critically, to analyze data, to look for patterns and apply mathematics concepts, to solve real world problems in character enriched lessons and context driven curriculum.

Science Department

The Science Department offers two courses: Ag Biology and Ag Earth Science. All courses cover unique content in Agriculture and Next Generation State Standards (NGSS); crosscutting content in both agriculture and NGSS to prepare students to be both college and career ready. All courses also incorporate the literacy standards implementing both Titan Talk and Titan Paragraphs. As students progress through their science classes they are exposed to numerous methodologies that are designed to increase their critical thinking skills, as well as their ability to communicate those skills as a scientist. Students learn to apply content material from a variety of sources including: text, direct instruction, laboratory, internet, and a hands-on horticulture garden. The courses provide opportunities for every student to find a course of study, that captures their imagination and or career preferences.

Social Studies

ACHS offers all required courses towards receiving a high school diploma: World History, US History, Government and Economics. In all courses, students read and annotate primary sources, complete document based questions, participate in a variety of oral discussions using Titan Talk, and write Titan Paragraphs to support their claims. The standards-based curriculum is applied in all four course offerings, following the SMART goals provided by the PLC process. Some of the

units include: practical units on financial literacy and budgeting, federal and state income taxes, planning for college and postsecondary life, and lawful policies and transparencies in human rights issues and tolerance through character-enriched lessons.

All ACHS students are assessed quarterly on their reading and writing levels to adequately support modalities across curriculum. The average reading level for ACHS students is between 3.2 and 4.0; only 20% of our students have met or exceeded that standard at a 7th grade level. Therefore, differentiated instruction is a must in all courses at ACHS, as well as providing different learning modalities. Past and current life experiences affect our students daily, thus teachers are trained in Youth Mental Health and First Aide to assist with these trauma-induced situations. Student support has been identified into three tiers and students receive the support needed according to those tiers. Students are identified through assessments and content and referred to extra support by their teachers daily or weekly, depending on the need of the student in all courses associated with Accelerated Charter High School. Each classroom is equipped to provide a Chromebook for each student and instructional technology is used across curricular to equip students with 21st century skills.

Components G: Activities to Ensure that Students who Experience Difficulty Attaining Proficiency Receive Effective and Timely and Additional Assistance.

Our goal is to assist students with credit accrual and support them within their individual needs when attaining proficiency. Through our response to intervention system students receive effective and timely assistance. ACHS provides a positive, safe, and nurturing learning environment that meets the needs of all students to be college and career ready, by offering hope, direction, and the opportunity for success. Accelerated Charter High School empowers students to achieve personal, educational and career goals. The uniqueness of each individual will be embraced through our tier one model of student-centered and engaging curriculum, relevant experiences, community collaboration and positive relationships with staff and peers. We encourage every student to be a Titan HERO, to have Honor, to put forth Effort, to show Respect, and to Overcome Obstacles, despite the situation students are in. The staff collaborates daily and weekly through the professional learning communities to ensure every students receive our tier two approach to reach proficiency during RTI daily and weekly. Every student must adhere to our “zeros not accepted” policy (ZNA), they are not allowed to not do their work. Our goal is to fill in the gaps of each individual student while implementing common core standards across the curriculum. Our tier three approach is to provide intervention courses for students who continue to experience difficulty attaining proficiency during our Friday courses for elective credit. Students who are still struggling attend math and/or english support on Friday elective courses in order to receive additional assistance. We have also partnered with the local community college, College of the Sequoias, to offer a hands on, dual enrollment electrical courses on site. Accelerated Charter High School requires all students to participate in the RTI model in order to reach success within the classroom to be college and career ready. Student deploy out daily to receive much needed academic support, as determined by their core instructor. Students are not allowed to turn in work or complete an exam with a 69% or lower. All students must be retaught and reassessed until meeting 70% or higher on assignments and assessments. This is completed

through the RTI model and backed up by our ZNA policy.

Component H: Coordination and Integration of Federal, State, and Local Services and Programs

1. Provide information about the governance structure and its responsibilities.

The TJUHSD Board of Trustees work closely with the District Superintendent and Assistant Superintendents to govern in the best interest of the community and its stakeholders. The Board reviews performance data, school goals, graduation rates and attendance data. Board members are present at many of the events held in the community. They are available for comments from any and all stakeholders including community members, parents, students and faculty of the district.

The Board solicits input from stakeholders through the use of surveys as well holding community forums for parents and community members to attend. The district also works with a local newspaper and education correspondent to provide information about the district to the community. The Board works closely with all stakeholders to identify district priorities; which in turn provides insight to the district LCAP goals and the Accelerated Charter High School LCAP goals.

2. Explain how the school's vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.

Policies and procedures related to the selection, composition, specific duties, and meetings of the TJUHSD governing board are well defined and communicated clearly. Guidelines are established by the California state law and local education board policies. In order to provide a clear focus to district priorities, activities and operations, the Board of Trustees will adopt a long-range vision that sets the direction for the district which is focused on student learning outcomes and describes what the Board wants its schools to achieve. This vision will be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and the Local Control Accountability Plan (LCAP).

The initial steering committee who first established the mission, vision, and learning outcomes of Accelerated Charter High School worked directly with the board to follow the district priorities, mission, vision, and learning outcomes. Our policies are mirrored from the district and Board. The committee guided the foundational makeup of Accelerated Charter High School, emulating the districts vision, mission and educational philosophy. The steering committee identified desired outcomes to direct the work of ACHS in order to support the district's LCAP goals which are represented and imitated by Accelerated Charter High Schools LCAP goals.

Regular board meetings are held twice a month on Thursday evenings. Staff, parents, students and community members are encouraged to attend the meetings. Our campus has a student representative who attends each board meeting, listens to the board content, and brings information back to the student's body. Our student representative also updates the board on projects, activities and events, both on and off campus.

Board documents are available through the district website via Google Drive and are provided pursuant to the California Education Code. Board documents are also provided to all staff members from each principal. The Tulare Joint Union High School District is governed by a five-member board, each serving a four-year term.

3. Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

The TJUHSD Board of Trustees work closely with the district superintendent and assistant superintendents to govern in the best interest of the TJUHSD staff, community and its stakeholders. The Board reviews performance data, school goals, graduation rates and attendance data provided by the assistant superintendent and the principals. Board members are present at all Budget Advisory Committee meetings and provide feedback to the LCAP to meet the District and Accelerated Charter's vision, mission, and school-wide learning outcomes. All board documents are available to the professional staff via the site principal and all staff are invited to attend open session meetings. Board information is relayed to Accelerated Charter High School staff through staff meetings and professional learning communities. The information gathered from these meetings is then relayed back to district cabinet meetings and then back to the Board of Trustees. This helps to continue the cycle of inquiry in order to insure our students, staff and stakeholders that our vision, mission, and school-wide learning outcomes are being followed and obtained.

Supporting Evidence and Documentation to back up ACHS Components:

- District Vision and Mission
- Board Policies and Administrative Regulations on District Website
- TJUHSD LCAP
- ACHS LCAP
- Board Meetings (agendas and minutes)
- SARC
- Master Schedule
- Bell Schedule
- Single Plan for Student Achievement
- Professional Development Calendar
- Professional Development
- Budget Advisory

- Community Forums
- Back to School Night
- Newsletter
- Administration, Guardian, Student Intake Meetings
- Student Handbook
- School Safety Plan
- August Staff Meeting Agenda
- Uniform Complaint Procedure
- Collective Bargaining Agreement
- Salary Schedule
- Health and Welfare
- Association rights
- Leaves
- Transfers and reassignments
- Employee evaluation
- Grievance procedures
- Working hours
- Evaluation Procedures
- College and Career Day
- Senior LCAP Surveys
- Guardian LCAP Survey
- Staff LCAP Survey
- Pride/School Climate Survey
- Healthy Kids Survey

- Digital Citizenship Lessons and Survey
- Advisory
- PBIS Lessons
- Daily Response to Intervention
- Weekly Progress Reports
- Aeries Communication
- SSICA Communication
- Instructional Rounds
- SAMRwise
- STAR Reading Levels
- CAASPP-IAB- Interim assessment Blocks
 - Computer Based
 - Performance Tasks
- Weekly Professional Learning Community Agendas
- SMART Goals
- School Site Council Agendas
- English Learner Advisory Committee Agendas
- Safety Committee Meeting Agendas
- College Night
- Community Service
- Intake Meeting
- Career Technical Education/Dual Enrollment
- Titan HERO Gold Card Lunch Recognition
- End of Session Assemblies
 - PBIS Recognition

- Titan HERO Awards
- Attendance Awards
- Academic Achievement Awards
- Principal Awards

Supporting Data:

PBIS Status Quo

2017 PBIS Silver Award Recognition

2018 PBIS Silver Award Recognition

2019 PBIS Silver Award Recognition

Percent of students passing Core Courses with 70% or higher

- ELA 16-17: 82% 17-18: 84% 18-19: 80%
- Math 16-17: 72% 17-18: 71% 18-19: 68.5%
- Science 16-17: 85% 17-18: 85% 18-19: 75%
- Social Studies 16-17: 96% 17-18: 97% 18-19: 89%

CAASPP Test Scores- Need to improve

- Met or Exceeded ELA 16-17: 4% 17-18: 8% 18-19: 7%
- Met or Exceeded Math 16-17: 0% 17-18: 1% 18-19: 0%

Career Technical Education- 146 enrolled in a course out of 155

2015-2016: The TJUHSD graduation rate was 87.2%

2016-2017: ACHS opened to support the credit accrual of TJUHSD students. In year one, ACHS helped the district raise their graduation rate from 87.2% to 90.5%, an increase of 3.3%

2017-2018: Year two of ACHS, the TJUHSD graduation rate is 94%, an increase of 3.5%

ACHS has supported the mission, vision, and learning outcomes of the Board of Trustees and the district by supporting struggling students and increasing the graduation rate by 6.5% in two years.

2018-2019: Year three of ACHS, the TJUHSD graduation rate is 95% an increase of 1%, increasing the graduation rate by 7.5% in three years.

ACHS Graduation Rate: Increase

2017: 75% Graduation Rate (2nd highest rate in Tulare County for Alt Ed Sites)

2018: 85% Graduation Rate (Highest rate in Tulare County for Alt Ed Sites)

2019: 97% Graduation Rate (Highest rate in Tulare County for Alt Ed Sites)

Dropout Rate: Decrease

2017: Dropout Rate 14%

2018: Dropout Rate 10%

2019: Dropout Rate 2.2%

Suspension Rate: Decrease

2017: Suspension Data 21%

2018: Suspension Data 18%

2019: Suspension Data 14%

Expulsion Rate: Decrease

2017: Suspension Data 4.6%

2018: Suspension Data 1.6%

2019: Suspension Data 0.07%

Chronic Absenteeism Rate: Decreased

2017: Rate 51.4%

2018: Rate 18.2%

2019: Rate 3.1%

Attendance Rate: Increased

2017: Rate 85%

2018: Rate 94%

2019: Rate 96%

Areas for Improvement: As we continue to implement successful services for student success, we need to continue to provide Title 1, LCAP, and district funds to increase student performance in the following areas.

Continue to add Career Technical Education Classes and Support

Continue to Increase Reading Levels

Continue to Increase English Language Arts CAASPP-IAB
Continue to Increase Math results in CAASPP
Continue to Increase Math Pass Rate- CPM
Continue to Focus on SMART Goals and the Cycle of Inquiry
Continue to create written documentation of common core/college and career curriculum
Continue to Focus on Data Driven Outcomes
Continue to Focus on Character Enriched Lessons
Continue SAMRISE training to create technology-based lessons in order to create digital learners
Continue to Increase Graduation Rate
Continue to Decrease Dropout Rate
Continue to Increase Attendance Rate
Continue to Decrease Chronic Absenteeism Rate
Continue to Decrease Suspension Rate
Continue to Decrease Expulsion Rate

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Update to Procurement Procedures for Food Services

Background: All child nutrition programs receiving federal reimbursement through the School Nutrition Programs (SNPs) must comply with Title 2, *Code of Federal Regulations* (2 *CFR*), sections 200.318–200.326, Title 7, *Code of Federal Regulations* (7 *CFR*), parts 210 and 220, and all applicable state and local rules regarding all procurement decisions. The four fundamental principles include compliance with the Buy American provision, understanding of federal, state, and local requirements, ensure fair and open competition, and awarding contracts to responsible and responsive bidders.

Current Considerations: The Administration is requesting to update the current procurement procedures found in Board Policy 3551 (attached) which pertain to Food Service Operations and the Cafeteria Fund, subsection Procurement of Foods, Equipment, and Supplies.

The proposed procurement procedures attached are recommended by California Department of Education to ensure compliance and will be reviewed as part of the district's Administrative Review (every three years) and Procurement Review (every six years).

Fiscal Implications: There are no fiscal implications.

Tulare Joint Union High School District Priorities:

- *Maintain the Fiscal Integrity of the District and Fund the Board Priorities*

Therefore it is:

Recommended:

That the Board approve the
Update to Procurement
Procedures for Food Services.

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mrs. Vivian Hamilton, Business Manager
Mrs. Janet Stephens, Director of Food Services

Tulare Joint Union High School District Food Services Department

Procurement Procedures

Procurement Procedures General Information

Procurement is a multistep process for acquiring the best possible goods and services at the lowest possible price. The **Tulare Joint Union High School District (TJUHSD)** will purchase goods and services for use in the School Nutrition Programs in compliance with Title 2, *Code of Federal Regulations (2 CFR)*, sections 200.318–200.326, Title 7, *Code of Federal Regulations (7 CFR)*, parts 210 and 220, and all applicable state and local rules.

When making procurement decisions, the **TJUHSD** will follow the following four fundamental principles of procurement:

1. Comply with the Buy American Provision by purchasing, to the maximum extent possible, agricultural commodities and products grown and processed in the United States
2. Understand and comply with federal, state, and local requirements
3. Ensure that full and open competition exists to the maximum extent possible as outlined in 2 *CFR*, Section 200.319(a)
4. Award contracts to responsible and responsive bidders

Methods of Procurement

1. Micropurchase Method (2 *CFR*, Section 200.320[a])

Micropurchases may be awarded without soliciting competitive quotations or comparing prices among qualified suppliers if the following two conditions are met:

- The aggregate value of a single transaction is \$10,000 or less, effective August 1, 2018.
- **TJUHSD** staff considers the price to be reasonable. Documentation (e.g., receipts and invoices) must be maintained for the prior three years plus the current program year or until the next California Department of Education (CDE) review, to document costs that are reasonable.

The **TJUHSD** will distribute micropurchases equitably among qualified suppliers to the extent practical. The **TJUHSD** will ensure that purchases are made at a variety of stores. The **TJUHSD** will not limit its purchases to only one store unless it is not practical to equitably distribute (e.g., due to the distance of another store from the district office).

Micropurchases are not intended to be used to avoid a small, informal or formal procurement.

2. Small Purchase Method (2 *CFR*, Section 200.320[b])

The small purchase method is used to procure goods and services when the aggregate value of the purchase is equal to or less than the small purchase threshold adhered to by the **TJUHSD**. The **TJUHSD** does not have a local small purchase threshold; therefore, the **TJUHSD** is required to adhere to the federal small purchase threshold of \$250,000 effective August 1, 2018. The **TJUHSD** will check the Federal Acquisition Regulation (FAR), Part 2, on the FAR web page at <https://www.acquisition.gov/?q=browsefar> annually on January 1 to verify the federal small purchase threshold.

The **TJUHSD** will follow the following steps when conducting procurements using the small purchase method:

- **Step 1:** The **TJUHSD** food service director (FSD) will develop and provide a clear and accurate description of the technical requirements of the goods or services to be procured to potential sources per 2 *CFR*, Section 200.319(c)(1), including the requirement to comply with the Buy American Provision per 7 *CFR*, sections 210.21(d) and 220.16(d). The same specifications will be provided to each potential vendor so that each vendor can provide price quotes on the same goods or services.
- **Step 2:** Price or rate quotations will be obtained from a minimum of two responsible and responsive sources. Price quotes must be documented in writing per **TJUHSD's** policy.

Written quotes submitted by potential vendors will be retained by the **TJUHSD** FSD with other related procurement documentation (e.g., invoices) for the term of the contract plus extensions and three additional school years or until the next review by the CDE.

- **Step 3:** The **TJUHSD** FSD will evaluate the written quotes received based on stated evaluation criteria in order to determine responsiveness.
- **Step 4:** The **TJUHSD** FSD will evaluate the written responses and references received based on stated evaluation criteria to determine

responsibility.

- **Step 5:** The **TJUHSD** FSD will award small purchases to the lowest priced responsible and responsive vendor.
- **Step 6:** The **TJUHSD** FSD will monitor the contract to ensure goods or services solicited for are the ones received and all deliverables are met per 2 *CFR*, Section 200.318(b).

The **TJUHSD** will check for any changes to the micropurchase and small purchase thresholds approved by the U.S. Department of Agriculture, (USDA) on an annual basis.

3. Formal Purchase Methods (2 *CFR*, Section 200.320[c][d])

The formal purchase method, used to procure goods and services when the estimated purchase price is above the federal small purchase threshold, is currently set at above \$250,000 effective August 1, 2018. Both Invitation for Bid (IFB) and Request for Proposal (RFP) methods are used by the **TJUHSD**. The **TJUHSD** FSD will check the FAR, Part 2, web page at <https://www.acquisition.gov/?q=browsefar> annually on January 1 to verify the federal small purchase threshold.

The terms of formal contracts will be one year with two one-year renewal options.

The **TJUHSD** will complete the following steps when conducting formal procurements:

- **Step 1:** The **TJUHSD** FSD will describe how it performs a **cost or price analysis (2 *CFR*, Section 200.323)** for every procurement in excess of the federal small purchase threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the **TJUHSD** FSD will make independent estimates before receiving bids or proposals to ensure the bids or proposals received are reasonable.
- **Step 2:** The **TJUHSD** FSD will develop a written solicitation, which will incorporate:
 - o A clear and accurate description of the technical requirements for the goods or services to be procured per 2 *CFR*, Section 200.319(c)(1)
 - o The requirement to comply with the Buy American Provision per 7 *CFR*, sections 210.21(d) and 220.16(d)

- o All requirements that the offerors must fulfill and all other factors (IFBs and RFPs) and their relative importance (RFPs only) used in evaluating bids or proposals per 2 *CFR*, Section 200.319(c)(2) to judge responsive and responsible firms
 - o Instructions for responding vendors
 - o The general terms and conditions of the contract
- **Step 3:** The **TJUHSD** FSD will advertise the initial solicitation in print and on websites at least six weeks prior to the deadline for submission of bids and proposals.
- **Step 4:** The **TJUHSD** FSD will publicly open bids resulting from IFBs at the time and place prescribed in the solicitation. The **TJUHSD** will not publicly open proposals resulting from RFPs.

The **TJUHSD** FSD and site managers will evaluate offers from responding firms by using the evaluation criteria outlined in the solicitation for both IFBs and RFPs. If there is not a minimum of two respondents, the **TJUHSD** FSD and Business Manager will review the solicitation to ensure that it is not limiting competition as outlined in 2 *CFR*, Section 200.319, and consider expanding advertising efforts before reissuing the solicitation.

The offers will be ranked based on cost only for IFBs and on evaluation criteria (i.e., technical criteria) and cost for RFPs for all responsive and responsible responders. **TJUHSD** FSD must describe their written method used to conduct a technical evaluation of all proposals received, as required by 2 *CFR*, Section 200.320(d)(1) for RFPs only. The **TJUHSD** FSD will negotiate the technical aspects of each RFP prior to negotiating the cost aspect of the RFP. Any or all bids may be rejected if there is sound documented reason.

- **Step 5: Responsible and Responsive Contractors (2 *CFR*, Section 200.318[h])**

The **TJUHSD** will award contracts only to responsive and responsible contractors possessing the ability to conform to all of the SFA's stated terms and conditions and to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. [ABCSD] defines responsive as respondent conforms to all of **TJUHSD's** stated terms and conditions and defines responsible as respondent is capable of performing

successfully under the terms and conditions of the contract.

- **Step 6:** The **TJUHSD** FSD will award the contract to the responsible and responsive bidder who offers the lowest price for IFBs. All IFBs will result in a firm, fixed-price contract.

For RFP's, the **TJUHSD** FSD will award the contract to the responsible and responsive respondent whose proposal is most advantageous to the **TJUHSD**, with price and other factors considered, for RFPs. All RFPs will result in either a fixed-price or cost reimbursable contract. **Cost plus a percentage of cost contracts will never be used.**

- **Step 7:** The **TJUHSD** FSD will monitor the contract per 2 *CFR*, Section 200.318[b], by:
 - o Overseeing deliveries to ensure that the goods solicited for were received
 - o Periodic on-site visits to ensure services solicited are being satisfactorily performed
 - o Reviewing the contract's terms, conditions, and deliverables monthly to ensure that they are being met and done so in accordance with all federal, state, and local rules
 - o Ensuring that discounts, rebates, and credits in cost reimbursable contracts are provided

4. Noncompetitive Procurement Method (2 *CFR*, Section 200.320[f])

The **TJUHSD** will only enter into a noncompetitive agreement when one or more of the following circumstances apply:

- The item is available only from a single source
- An emergency exists, and the urgency for the requirement will not permit the delay resulting from competitive solicitation
- The **TJUHSD** received prior approval from the CDE after submitting a written request to the CDE with justification for conducting a noncompetitive procurement
- After solicitation from a number of sources, competition is determined inadequate

Purchasing Cooperatives and Intergovernmental Procurement (2 *CFR*, Section 200.318[e])

The **TJUHSD** may choose to make purchases through a cooperative agreement with a group of other schools to increase purchasing power or the **TJUHSD** may piggyback on contracts awarded to a vendor from another school district when all procurement principles are followed.

While intergovernmental agreements can benefit the **TJUHSD**, the **TJUHSD** may only enter into an intergovernmental agreement with a local government (e.g., school district). **TJUHSD** may also join or piggyback onto a cooperative when that agreement was procured and awarded consistent with federal and state procurement regulations.

The **TJUHSD** Business Manager and local counsel, if necessary, will need to carefully review the solicitation issued by a cooperative or local government **TJUHSD**. The **TJUHSD** Business Manager will ensure compliance with applicable federal, state, and local procurement rules. The **TJUHSD** Business Manager and local counsel, if necessary, will confirm that the addition of their purchasing power to the procurement does not create a material change in scope or in services.

For cooperative purchasing, the **TJUHSD** FSD must maintain a copy of the solicitation and contract, proof of advertising, and bid award documents (e.g., evaluation documentation) from the lead entity on file for the term of the contract, plus any extensions, and three additional school years.

For piggybacking, the **TJUHSD** FSD must obtain prior written permission from the lead agency awarding the bid and the vendor awarded the bid. A copy of the solicitation and contract, including the piggyback clause, proof of advertising, and bid award documents (e.g., evaluation documentation) must be retained for the term of the contract plus any extensions and three additional school years.

A copy of all documents listed above will be made available during a procurement review.

Buy American Provision (7 *CFR*, sections 210.21[d] and 220.16[d]; U.S. Department of Agriculture Policy Memorandum SP 38-2017)

Section 104(d) of the William F. Goodling Child Nutrition Reauthorization Act of 1998 Public Law 105-336 added a provision, Section 12(n), to the National School Lunch Act (NSLA) (42 *United States Code* Section 1760[n]), that requires all school food authorities (SFA) to purchase, to the maximum extent practical, domestic commodities or products. Section 12(n) of the NSLA defines a domestic commodity or product as an agricultural commodity (i.e., meat/meat alternate, grain, fruit, vegetable, and fluid milk)

or processed product (i.e., processed food product that includes components that contribute to a reimbursable meal, such as a chicken patty that contains a meat/meat alternate and grain component) that is processed in the United States using substantial agricultural commodities that are produced in the United States. Substantial means that over 51 percent of the final processed product consists of agricultural commodities that are grown domestically. Products from Guam, American Samoa, Virgin Islands, Puerto Rico, and the Northern Mariana Islands are allowed under this provision as territories of the United States.

When funds are used from the nonprofit school food service account, SFAs must ensure that procurement transactions for food products comply with the Buy American Provision requirement in 7 *CFR*, sections 210.21(d) and 220.16(d), whether food products are purchased by SFAs or entities that are purchasing on their behalf.

Note: The SFA is not required to adhere to the domestic requirement for foods that are not creditable food components.

In compliance with this policy, the **TJUHSD** FSD will ensure that the solicitation and contract language include the requirement for domestic agricultural commodities and products and retain records documenting any exceptions in advance of accepting deliveries. Implementation of the Buy American Provision by **TJUHSD** FSD will be ensured by:

- Including the Buy American Provision requirement in food bid specifications, IFBs, RFPs, contracts, and other procurement documents issued
- Monitoring the contract to ensure that the domestic products solicited are the ones received
- Requiring suppliers to provide certification of domestic origin for all food products, from bids and proposals through receipts and invoices
- Conducting monthly reviews on storage facilities to ensure the domestic products received are the ones solicited for and awarded.

Exceptions to the Buy American Provision will be used as a last resort and are only allowable for one of the two exceptions listed below and outlined in further detail in the USDA Policy Memo SP 38-2017, Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program.

- The product is not produced or manufactured in the United States in sufficient and reasonably available quantities of a satisfactory quality
- Competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product.

Note: Ingredients used to flavor, enhance, or prepare products (e.g., oil, yeast, spices, condiments, salad dressing) must also comply with the Buy American Provision requirement **only if** the first ingredient (or second after water) is one of the five components (breads/grains, fruits, vegetables, M/MA, and fluid milk) that contribute to a reimbursable meal. If the first ingredient in these products is not one of the five components that contribute to a reimbursable meal, the product does not have to comply with the Buy American Provision requirement. For example, catsup with tomato paste as the first ingredient must comply with the Buy American Provision requirement since tomato paste is creditable as a red/orange vegetable, **even though catsup is not a creditable item**. Mustard with distilled white vinegar as the first ingredient does not need to comply with the Buy American Provision requirement since vinegar is not a component that contributes to a reimbursable meal. Additionally, nonagricultural products such as paper, water, packaging, and labor do not need to comply with the Buy American Provision requirement.

The **TJUHSD** FSD or vendor must document exceptions to the Buy American Provision requirement prior to accepting each and every nondomestic agricultural commodity or product. This documentation must be on file for at least the current year plus three years, and must be made available during an on-site administrative review and an off-site procurement review.

The documented exception will include the following:

- A description of the nondomestic item
- Alternative domestic commodities or products that the **TJUHSD** FSD considered or the vendor offered and the reason why they were not substituted for the nondomestic item
- A synopsis of what third-party verification (e.g., USDA Agricultural Marketing Service [AMS] Run a Custom Report web page at <https://marketnews.usda.gov/mnp/fv-report-config-step1?type=termPrice> was done by the vendor or the **TJUHSD** FSD to determine cost and availability
- Documentation by the vendor or the **TJUHSD** FSD outlining the price of both domestic and nondomestic commodities or products or lack of availability to justify the exception
- The dates that the: (1) vendor informed the **TJUHSD** FSD of the nondomestic commodity or product, (2) **TJUHSD** FSD agreed to accept this food item in advance of delivery, and (3) commodity or product was received by the **TJUHSD**

Small and Minority Businesses, Women's Business Enterprises (2 CFR, Section 200.321)

The **TJUHSD** FSD will ensure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible by taking the following affirmative steps:

1. Placing qualified small and minority businesses and women's business enterprises on solicitation lists
2. Assuring that small and minority businesses and women's business enterprises are solicited whenever they are potential sources
3. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises
4. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises
5. Using the services and assistance, as appropriate, of organizations such as the Small Business Administration and the Minority Business Development of the Department of Commerce
6. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (1) through (5) of this section

Duplication of Goods or Services (2 CFR, Section 200.318[d])

The **TJUHSD** will avoid the acquisition of unnecessary or duplicative items by determining whether the goods or services are necessary and ensuring that their purchase does not duplicate items or bids that the **TJUHSD** already has in place. The **TJUHSD** FSD will verify all requests for purchase are required and not duplicative prior to submittal to the business office for purchasing or creation of a purchase order. The **TJUHSD** Business Manager reviews all requests for purchase for FSD approval prior to conducting a procurement.

Cost and Price Analysis (2 CFR, Section 200.323)

The **TJUHSD** FSD will perform a cost or price analysis for every procurement in excess of the federal small purchase threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the **TJUHSD** FSD will make independent

estimates before receiving bids or proposals to ensure the bids or proposals received are reasonable.

Competition (2 CFR, Section 200.319[a][1–5, 7])

The **TJUHSD** will conduct all procurement transactions in a manner providing full and open competition. Situations where competition is limited will be avoided by the **TJUHSD**. Some of these situations include but are not limited to:

- Placing unreasonable requirements on firms in order for them to qualify to do business
- Requiring unnecessary experience and excessive bonding
- Organizational conflicts of interest
- Specifying only a brand name product instead of allowing an equivalent product to be offered
- Any arbitrary action in the procurement process

When a procurement has been properly conducted, and there is only one respondent, **TJUHSD** will evaluate the scope of work or services requested to determine whether they were too restrictive by contacting potential respondents who did not participate, and by reviewing the requested services for possible modification. **TJUHSD** will then resolicit. If, after the second solicitation, there is only one respondent, **TJUHSD** will move forward with that award.

Brand Name or Equivalent (2 CFR, Section 200.319[a][6])

When using a brand name or product code in the specification, the **TJUHSD** will adhere to the following procedures:

- The **TJUHSD** FSD will ensure that the description in the specification will always include a clause that an equivalent product is acceptable
- A copy of the specified brand or code will be posted on the **TJUHSD** website by the **TJUHSD** FSD so vendors can verify that the product they are bidding on is actually an equal
- Vendors bidding an item as an equal product to the brand name specified will be required to provide the **TJUHSD** FSD with a product specification sheet and a sample case of the product for taste testing and verification by **TJUHSD**

nutrition department staff and a selected number of students to ensure that the product is an equal product to the brand name specified

Contractor Involvement (2 CFR, Section 200.319[a])

The **TJUHSD** will ensure objective contractor performance and eliminate unfair competitive advantage by excluding contractors that develop or draft specifications, requirements, statements of work, and IFBs and RFPs from competing for such procurements. The **TJUHSD** FSD will maintain documentation to prove that the appropriate procurement procedures were used and that the final selection is the most efficient and economical for the **TJUHSD**.

Clear and Accurate Description of Technical Requirements Required (2 CFR, Section 200.319[c][1–2])

The **TJUHSD** will have written procedures for procurement transactions. These procedures will ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service being procured and will not contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service being procured and minimum essential characteristics and standards. A **brand name** or **equivalent** description may be used as a means to define the performance or other salient requirements of procurement. The specific desired features of the named brand must be clearly stated, along with all requirements which the offerors must fulfill, and all other factors to be used in evaluating bids or proposals.

Bid Protest (2 CFR, Section 200.318[k])

The **TJUHSD** is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the **TJUHSD** of any contractual responsibilities under its contracts. Violations of law will be referred to local, state, or federal authority having proper jurisdiction.

The **TJUHSD** accepts a prospective bidder's protest to a bid award if they believe the award is not in compliance with the law, does not follow bid procedures, or does not meet bid specifications. A protest must be filed with the **TJUHSD** Business Manager. Such protests must be made in writing and received by the **TJUHSD** Business Services Office within five working days of bid award date and shall include all documents supporting or justifying the protest. The protesting party must mail or deliver copies of the protest to the **TJUHSD** Business Services Office. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of their right to protest the award of the contract.

Maintenance of Records (2 CFR, Section 200.318[i])

The **TJUHSD** will maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: Rationale for the method of procurement, selection of contract type, contractor selection or rejection, a copy of the solicitation and contract, the basis for the contract price (the bidding history), rationale and approval for noncompetitive procurements, any contract amendments, billing and payment records, and a history of contractor claims and breaches for the term of the contract plus extensions and three additional school years, or until the next review by the CDE. The CDE and USDA reviewers shall have full access to and the right to examine all procurement documentation occurring during this time period.

Contract Management [2 CFR, Section 200.318(b)]

The **TJUHSD** must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. **TJUHSD** will perform the following tasks to ensure compliance:

- Ensure receipt of completely executed agreement that is in accordance with RFP awards.
- Review deliveries to ensure only items awarded to the vendor are acceptable at warehouses. If items not consistent with procurement processes are awarded without prior approval, they will be refused.
- Invoices are sent to the District Office daily and reviewed for correct pricing by the **TJUHSD** FSD.
- The **TJUHSD** FSD ensures commodity drawdown is correct by invoice and resolved any discrepancies with the vendor and commodity cooperative.

Certifications (including, but not limited to 2 CFR, Appendix II)

The **TJUHSD** will require any successful respondent to provide proof of having and maintaining during the life of any contract with the **TJUHSD**, Public Liability and Property Damage Insurance to protect themselves and the **TJUHSD** from all claims for personal injury, including accidental death, as well as from all claims for property damage arising from the operations any contract that the **TJUHSD** enters into.

The **TJUHSD** will not enter into a contract with any company or individual that has been debarred or suspended. The **TJUHSD** will require that vendors and potential vendors certify their compliance with the Lunsford Act which prohibits anyone required to register as a sex offender under Article 27A of Chapter 4 of the General Statutes from knowingly being on the premises of any school.

Vendors awarded contracts are required to submit a notarized Affidavit of Noncollusion, and completed Debarment and Suspension Certificate and Disclosure of Lobbying Activities. These forms will be included in the proposal package and must be completed prior to commencement of work.

Continuing Education/Training Standards (7 CFR, sections 210.30[b][3],[c][1–5], [d][1–6], [e][1–2])

The **TJUHSD** operates the School Nutrition Programs (SNP) and must ensure that all SNP directors (7 CFR, Section 210.30[b][3]), SNP managers (7 CFR, Section 210.30[c][1–5]), and staff (7 CFR, Section 210.30[d][1–6]) with responsibility for SNP, complete their required annual trainings. The annual training should include, but is not limited to, the following topics as applicable: training in procurement procedures, and any other specific topics identified by USDA Food and Nutrition Service as needed to address program integrity or other critical issues. Annual training requirements for SNP managers, directors, and staff are summarized under 7 CFR, Section 210.30[e][1–2].

Contact Information:

For questions and concerns regarding procurement solicitations, contract evaluations, and awards, please contact the following TJUHSD staff:

Business Manager: Vivian Hamilton (559) 688-2021

Food Service Director: Janet Stephens (559) 688-2021

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the agency (state or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program

Discrimination Complaint Form (AD-3027), found online at http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue SW, Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Tulare Jt. Union HSD | BP 3550 Business and Noninstructional Operations

Food Service/Child Nutrition Program

The Board of Trustees recognizes that adequate, nourishing food is essential to student health, development, and ability to learn. The Superintendent or designee shall develop strategies to increase students' access to the district's food service programs and to maximize their participation in available programs.

Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

2. Meet or exceed nutrition standards specified in law and administrative regulation

(cf. 3552 - Summer Meal Program)

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits

4. Be served in age-appropriate portions

5. Be available to students who meet federal eligibility criteria at no cost or at reduced prices, and to other students at reasonable prices

(cf. 3551 - Food Service Operations/Cafeteria Fund)

(cf. 3553 - Free and Reduced Price Meals)

To encourage student participation in school meal programs, schools may offer multiple choices of food items within a meal service, provided all food items meet nutrition standards and all students are given an opportunity to select any food item.

The Superintendent or designee may invite students and parents/guardians to participate in the selection of foods of good nutritional quality for school menus.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school, recess, and transportation schedules shall be designed to encourage participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517- Facilities Inspection)

(cf. 7110 - Facilities Master Plan)

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation process, from receiving to service.

The Superintendent or designee shall annually report to the Board on student participation in the district's nutrition programs and the extent to which the district's food services program meets state and federal nutrition standards for foods and beverages. In addition, the Superintendent or designee shall provide all necessary and available documentation required for the Administrative Review conducted by the California Department of Education (CDE) to ensure the food service program's compliance with federal requirements related to nutrition standards, meal patterns, provision of drinking water, school meal environment, food safety, and other areas as required by the CDE.

Legal Reference:

EDUCATION CODE

35182.5 Contracts, non-nutritious beverages

38080-38103 Cafeteria, establishment and use

45103.5 Contracts for management consulting services; restrictions

49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49540-49546 Child care food program

49547-49548.3 Comprehensive nutrition services

49550-49562 Meals for needy students

49570 National School Lunch Act

51795-51797 School gardens

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

15575-15578 Requirements for foods and beverages outside federal meal programs

UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Program, including:

1758b Local wellness policy

1761 Summer Food Service Program and Seamless Summer Feeding Option

1769a Fresh Fruit and Vegetable Program

1771-1793 Child nutrition, especially:

1772 Special Milk Program

1773 National School Breakfast Program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

215.1-215.18 Special Milk Program

220.1-220.21 National School Breakfast Program

245.1-245.13 Eligibility for free and reduced-price meals and free milk

Management Resources:

CSBA PUBLICATIONS

Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Meals Initiative Summary

Healthy Children Ready to Learn, January 2005

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

School Breakfast Toolkit

Fresh Fruit and Vegetable Program: Handbook for Schools, December 2010

Food Buying Guide for Child Nutrition Programs, December 2007

Civil Rights Compliance and Enforcement - Nutrition Programs and Activities, FNS Instruction 113-1, November 2005

Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles, June 2005

Dietary Guidelines for Americans, 2005

WEB SITES

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

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California Department of Public Health: <http://www.cdph.ca.gov>

California Farm Bureau Federation: <http://www.cfbf.com>

California Food Policy Advocates: <http://www.cfpa.net>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>

California School Nutrition Association: <http://www.calsna.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/fns>

Policy TULARE JOINT UNION HIGH SCHOOL DISTRICT

adopted: July 15, 2009 Tulare, California

revised: June 15, 2011

revised: June 11, 2015

Meeting of
February 6, 2020
FOR: ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Master Intergovernmental Cooperative Purchasing Agreement between Tulare Joint Union High School District and Region 14 ESC through the National Cooperative Purchasing Alliance (NCPA)

Background: Public Contract Code section 20111(a), requires the District to competitively bid any purchases above the annual bid limit of \$92,600. In addition, Government Code section 6500 et seq. authorizes two or more public agencies to jointly exercise any power common to the contracting parties, even though one or more of the contracting agencies may be located outside California. The District has joined several of these consortiums in the past to expedite purchasing.

Current Considerations: The District would like to join the NCPA in order to expedite purchasing of current and future purchases. The Lead Agency of the NCPA is Region 14 ESC, a local government agency in Texas. The membership in the cooperative would be valid from the date of our registration on the NCPA website (<https://ncpa.us>) until either party terminates the agreement by giving a 30 day notice. Current purchase considerations are for upgraded servers to address capacity issues that added to the severity of the cyber-attack in December. The membership agreement is attached for your review.

Fiscal Implications: There are no costs for joining the cooperative.

Tulare Joint Union High School District Board Priorities:

- **Improve Student Outcomes and Performance**
- **Manage Facilities and Student Growth**
- **Maintain the Fiscal Integrity of the District and Fund the Board's Priorities**

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mr. Donny Trimm, Director of Technology

MASTER INTERGOVERNMENTAL COOPERATIVE PURCHASING AGREEMENT

This agreement is made between a government agency that executes a Lead Agency Certificate ("Lead Agency") to be appended and made a part hereof and other public agencies ("Participating Public Agencies") that register electronically with National Cooperative Purchasing Alliance ("NCPA") or otherwise execute a Participating Public Agency Certificate to be appended and made a part hereof.

RECITALS

WHEREAS, after a competitive solicitation and selection process by Lead Agency, in compliance with their own policies, procedures, rules and regulations, a number of Vendors have entered into Master Agreements to provide a variety of goods, products and services based on national volumes (herein "Products");

WHEREAS, Master Agreements are made available by Lead Agency through NCPA and provide that Participating Public Agencies may purchase Products on the same terms, conditions and pricing as the Lead Agency, subject to any applicable local purchasing ordinances and the laws of the State of purchase;

NOW, THEREFORE, in consideration of the mutual promises contained in this agreement, and of the mutual benefits to result, the parties agree as follows:

1. That each party will facilitate the cooperative procurement of Products.
2. That the procurement of Products subject to this agreement shall be conducted in accordance with and subject to the relevant statutes, ordinances, rules and regulations that govern each party's procurement practices.
3. That the cooperative use of bids obtained by a party to this agreement shall be in accordance with the terms and conditions of the bid, except as modification of those terms and conditions is otherwise allowed or required by applicable law.
4. That the Lead Agencies will make available, upon reasonable request and subject to convenience, information which may assist in improving the procurement of products by the Participating Public Agencies.
5. That a procuring party will make timely payments to the Vendor for Products received in accordance with the terms and conditions of the procurement. Payment for Products and inspections and acceptance of Products ordered by the procuring party shall be the exclusive obligation of such procuring party. Disputes between procuring party and Vendor are to be resolved in accord with the law and venue rules of the State of purchase.
6. The procuring party shall not use this agreement as a method for obtaining additional concessions or reduced prices for similar products or services.
7. The procuring party shall be responsible for the ordering of Products under this agreement. A non-procuring party shall not be liable in any fashion for any violation by a procuring party, and the procuring party shall hold non-procuring party harmless from any liability that may arise from action or inaction of the procuring party.
8. This agreement shall remain in effect until termination by a party giving 30 days written notice to the other party. The provisions of paragraphs 5, 6 and 7 hereof shall survive any such termination.
9. This agreement shall take effect after execution of the Lead Agency Certificate or Participating Public Agency Registration, as applicable.

Meeting of
February 6, 2020
FOR: ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Microsoft Volume Licensing Enrollment for Education Solutions

Background: In January of 2013 the district signed up for Microsoft Volume Licensing under the CAMSA, an agreement negotiated statewide by the California Educational Technology Professionals Association, now California IT in Education (CITE.) The original CAMSA agreement expired and was replaced with the CAMSA 2.0 agreement. The CAMSA 2.0 licensing is sold through Softchoice Corporation.

Current Considerations: Our current Microsoft Licensing Agreement is expiring and we need to sign up under the CAMSA 2.0 agreement in order to renew our Microsoft licensing. Microsoft licensing covers all our servers, all of our Windows based computers, allows us to run Windows on Apple hardware, and allows our users access to Office 365.

Fiscal Implications: The annual cost of the licensing is \$22,309.71 and is based on the number of knowledge workers we have. Knowledge workers are essentially staff that have an assigned computer they regularly use for their job. This amount is slightly lower than the previous agreement. In previous years we have spent \$23,000-24,000 for our Microsoft licensing.

Tulare Joint Union High School District Board Priorities:

- **Improve Student Outcomes and Performance**
- **Manage Facilities and Student Growth**
- **Maintain the Fiscal Integrity of the District and Fund the Board's Priorities**

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mr. Donny Trimm, Director of Technology



Softchoice Corporation
100 Spear St, Suite 200
San Francisco, CA, 94105

Sales/Order desk
Phone: (800) 268-7638 Fax: (800) 268-7639

Quote	8921376
Date	20-Jan-2020
Reference	01180525

QUOTE

Ship To: 1061294

Bill To: 1061294

TULARE JOINT UNION HIGH SCHOOL DISTRICT
426 N BLACKSTONE ST
TULARE, CA 93274-4449

TULARE JOINT UNION HIGH SCHOOL DISTRICT
426 N BLACKSTONE ST
TULARE, CA 93274-4449

Attn: DONNY TRIMM

Attn: DONNY TRIMM

All currency in this quote is in US dollars.

Quote Prepared For	Donny Trimm Phone: (559) 687-7321 Fax:
Quote Sent By	Bis Fremichael Bis.Fremichael@softchoice.com Phone: (312) 655-9002 x323346 Fax: (800) 268-7639

Item #	Mfg Sku #	Description	Qty	Unit Price	Extended Price
MEMO		CAMSA - EES - Level C - Renewal - BUDGETARY			
VW4820	AAD-38391 ES-FNM	M365 EDU A3 SHRDSVR ALNG SUBSVL MVL PERUSR ALL LANGUAGES SAAS MS EES FAC NSM	400	\$48.12	\$19,248.00
VW5182	AAD-38397 ES-SNM	MS ENROLLMENT FOR EDUCATION SOLUTIONS - M365 EDU A3 SHRDSVR ALNG SUBSVL MVL PERUSR STUUSEBNFT ALL LANGUAGES SAAS MS EES P2 CSN	6500	\$0.00	\$0.00
MQ6779	M6K-00001 ES-FNM	MS ENROLLMENT FOR EDUCATION SOLUTIONS - FACULTY - 0865EDUA1 SHRDSVR ALNG SUBSVL MVL PERUSR ALL LANGUAGES SAAS MS EES P2 CFN	150	\$0.00	\$0.00
RB5528	7NQ-00302 ES-ANY	MS ENROLLMENT FOR EDUCATION SOLUTIONS - SQL SVR STANDARD CORE L/SA PACK ALL LANGUAGES E-CERTIFICATE MS EES P2 CAN	4	\$285.64	\$1,142.56
WA6599	54R-00098 ES-ANM	MS ENROLLMENT FOR EDUCATION SOLUTIONS - MSIMGNACDMY ALNG SUBSVL MVL SRVCS ALL LANGUAGES E-CERTIFICATE MS EES P2 CAM	1	\$1,280.75	\$1,280.75
UQ5023	9EM-00562 ES-ANY	WINSVRSTDCORE ALNG LICSPAK MVL 2LIC CORELIC ALL LANGUAGES E- CERTIFICATE MS EES P2 CAN	120	\$5.32	\$638.40

SUB TOTAL \$22,309.71

DELIVERY:Economy NO CHARGE

All currency in this quote is in US dollars.

TOTAL - USD \$22,309.71

Estimated Monthly Lease Payment \$688 per month*

*Please note that the estimated monthly payment shown above is an option based on a 36 month term with a USD\$1.00 buyout at the end of the term. Fair market value buyout and monthly payments may vary depending on your creditworthiness as determined by Softchoice. 1 and 2 year Service Agreements, Subscriptions, License and Support contracts are not eligible for 36 month payment plans; 12 or 24 month payment options may be available upon request. Shipping and applicable taxes are not included in the above estimate. Payment options in the United States of America are in US Dollars and not billable in other currencies. All monthly lease payment options are subject to credit approval and execution of a lease contract.



Softchoice Corporation
100 Spear St, Suite 200
San Francisco, CA, 94105

Sales/Order desk
Phone: (800) 268-7638 Fax: (800) 268-7639

Quote	8921376
Date	20-Jan-2020
Reference	01180525

QUOTE

Pricing, availability and special offers are subject to change at any time.

Softchoice Corporation is legally obligated to collect fees levied under the Electronic Waste Recycling Fee Program (California State Board of Equalization) associated with the transaction(s) listed on this document

This purchase is subject to Softchoice's online terms of sale, unless you have a separate purchase agreement signed by both your company and Softchoice, in which case, that separate agreement will govern. Softchoice's terms of sale can be found at:
<http://m.softchoice.com/files/pdf/terms/TermsAndConditionsForProductPurchases.pdf>



Program Signature Form

MBA/MBSA number

Agreement number

5523254

Note: Enter the applicable active numbers associated with the documents below. Microsoft requires the associated active number be indicated here, or listed below as new.

For the purposes of this form, "Customer" can mean the signing entity, Enrolled Affiliate, Government Partner, Institution, or other party entering into a volume licensing program agreement.

This signature form and all contract documents identified in the table below are entered into between the Customer and the Microsoft Affiliate signing, as of the effective date identified below.

Contract Document	Number or Code
Enrollment for Education Solutions	X20-14303

By signing below, Customer and the Microsoft Affiliate agree that both parties (1) have received, read and understand the above contract documents, including any websites or documents incorporated by reference and any amendments and (2) agree to be bound by the terms of all such documents.

Customer
Name of Entity (must be legal entity name)* Tulare Joint Union High School District
Signature* _____
Printed First and Last Name* Tony Rodriguez
Printed Title Superintendent
Signature Date* February 7, 2020
Tax ID

** indicates required field*

Microsoft Affiliate
Microsoft Corporation
Signature _____
Printed First and Last Name
Printed Title
Signature Date (date Microsoft Affiliate countersigns)
Agreement Effective Date (may be different than Microsoft's signature date)

Optional 2nd Customer signature or Outsourcer signature (if applicable)

Customer
Name of Entity (must be legal entity name)*
Signature* _____
Printed First and Last Name*
Printed Title
Signature Date*

** indicates required field*

Outsourcer
Name of Entity (must be legal entity name)*
Signature* _____
Printed First and Last Name*
Printed Title
Signature Date*

** indicates required field*

If Customer requires additional contacts or is reporting multiple previous Enrollments, include the appropriate form(s) with this signature form.

After this signature form is signed by the Customer, send it and the Contract Documents to Customer's channel partner or Microsoft account manager, who must submit them to the following address. When the signature form is fully executed by Microsoft, Customer will receive a confirmation copy.

Microsoft Corporation
Dept. 551, Volume Licensing
6100 Neil Road, Suite 210
Reno, Nevada 89511-1137
USA

Enrollment for Education Solutions

Enrollment Number <i>Microsoft to complete</i>	59298625	Qualifying Enrollment Number (if applicable) <i>Partner to complete</i>	
Previous Enrollment Number (if applicable) <i>Partner to complete</i>	6103785		

This Enrollment must be attached to a signature form to be valid.

This Microsoft Enrollment for Education Solutions is entered into between the entities identified on the signature form as of the effective date.

This Enrollment consists of: (1) these terms and conditions, (2) the terms of the Campus and School Agreement identified on the signature form, (3) the Product Terms, (4) the Online Services Terms, (5) any supplemental contact information form, Previous Agreement/Enrollment form and other forms that may be required, (6) the Supplemental Terms and Conditions for Online Services if Institution's Campus and School Agreement is a version 2009 or earlier and Institution is ordering Online Services, and (7) any order submitted under this Enrollment. This Enrollment may only be entered into under version 3.4 or later Campus and School Agreement. By entering into this Enrollment, Institution agrees to be bound by the terms and conditions of the Campus and School Agreement.

Effective date. If Institution is renewing Software Assurance or Subscription Licenses from one or more previous enrollments or agreements, then the effective date will be the day after the first prior enrollment or agreement expires or terminates. If this Enrollment is renewed, the effective date of the renewal term will be the day after the Expiration Date of the initial term or expiring renewal term, as applicable. Otherwise, the effective date will be the date this Enrollment is accepted by Microsoft. Any reference to "anniversary date" refers to the anniversary of the effective date of the applicable initial or renewal term for each year this Enrollment is in effect.

Term. This Enrollment will expire either 12 or 36 full calendar months from the Enrollment effective date, depending on Institution's election below, but may be terminated earlier as provided in Institution's Campus and School Agreement. *Please select **only one** initial Enrollment term option:*

☐	12 Full Calendar Months	☒	36 Full Calendar Months

Prior Enrollment(s). If renewing Software Assurance or Subscription Licenses from another enrollment or agreement, the previous enrollment or agreement number must be identified in the respective box above. If renewing from multiple enrollments or agreements, or transferring Software Assurance or MSDN details, the Previous Agreement/Enrollment form must be used.

Terms and Conditions

1. Definitions.

Terms used but not defined in this Enrollment will have the definition in the Campus and School Agreement. The following definitions also apply:

“Additional Product” means any Product identified as such in the Product Terms and chosen by Institution under this Enrollment.

“Customer,” as used in certain supplemental forms (for example, the signature form), has the same meaning as “Institution.”

“Education Platform Product” means any Product chosen by Institution under this Enrollment, and designated as an Education Platform Product in the Product Terms. Education Platform Products may only be licensed on an Organization-wide basis, or for the full Student Count.

“Education Qualified User” means an employee or contractor (except Students) who accesses or uses an Education Platform Product for the benefit of the Institution.

“Expiration Date” means the date upon which the Enrollment expires.

“Institution” means the entity that is (1) a Qualified Educational User (as defined at <http://www.microsoft.com/licensing/contracts>) as of the effective date of this agreement that has entered into this agreement with Microsoft or (2) an Affiliate of Institution that has entered into an Enrollment under this agreement. If Institution is a school district, “Institution” includes all participating schools in the same district.

“Organization-wide Count” means the total number of Education Qualified Users in the Organization as listed in the “Licensing options; rights and restrictions” table included in this Enrollment.

“Previous Enrollment or Agreement” means a School Subscription Enrollment, a Campus Subscription Enrollment, an Enrollment for Education Solutions, or an Open Value Subscription Agreement for Education Solutions.

“Qualified Device” means any device that is used by or for the benefit of the Organization or by or for the benefit of Students enrolled in the Organization and is: (1) a personal desktop computer, portable computer, workstation, or similar device capable of running Windows Pro locally (in a physical or virtual operating system environment) or (2) a device used to access a virtual desktop infrastructure (“VDI”). Qualified Devices do not include any device that is designated as a server and not used as a personal computer, or not Managed (as defined in the Product Terms at the start of the applicable initial or renewal term of the Enrollment). At its discretion, Institution may designate any device excluded above that is used by or for the benefit of the Organization as a Qualified Device for all or a subset of Education Platform Products or Online Services Institution has selected. “Qualifying Enrollment” means an Enrollment for Education Solutions, the minimum requirements of which were met and which was entered into by Institution or Institution’s Affiliate, and that is active and valid upon signing of this Enrollment. Institution must have been included in the Organization under an Enrollment for Education Solutions that is used as the Qualifying Enrollment.

“Reseller” means an entity authorized by Microsoft to resell Licenses under this program and engaged by Institution to provide pre- and post-transaction assistance related to this agreement.

“Student Count” means the total number of Students in the Organization as listed in the “Licensing options; license rights and restrictions” table included in this Enrollment.

“Student Qualified Device” means a Qualified Device owned, leased, or controlled by a Student or owned, leased, or controlled by the Organization and assigned for individual, dedicated use by a Student.

“Subscription License” means, for purposes of this Enrollment, a fixed term license that expires when the Enrollment expires or is terminated unless the buyout option is exercised. Any License ordered under this Enrollment is a Subscription License, even if it is otherwise designated on the purchase order.

2. Order requirements.

- a. Minimum order requirements for Enrollment for Education Solutions.** This Enrollment allows Institution to license Products on a subscription basis across its Organization. Institution defines its Organization and can select from two different licensing options (Education Qualified Users or Students), depending on the Users it wishes to enable to use the Products.

The initial order must include Subscription Licenses for at least:

- (i) One Education Platform Product for an Organization-wide Count of at least 1,000; or
- (ii) One Education Platform Product for a Student Count of at least 1,000; or
- (iii) A mix of Education Platform Products that may be ordered as described in the Product Terms.

These minimum requirements are waived if Institution has a Qualifying Enrollment. Institution must submit an order within 30 days of the effective date of the Enrollment. Microsoft may refuse to accept this Enrollment if it has a business reason for doing so.

- b. Additional Products.** Upon satisfying the minimum order requirements above, Institution may order Additional Products. For Additional Products identified in the Product Terms as licensed Organization-wide or for the full Student Count, Institution must order Licenses equal to the Organization-wide Count or Student Count, as applicable.
- c. Use Rights for Education Platform Products.** For Education Platform Products other than Online Services, if a new Product version has more restrictive use rights than the version that is current at the start of the applicable initial or renewal term of the Enrollment, those more restrictive use rights will not apply to Institution's use of that Product during that term.
- d. Country of usage.** Institution must specify the countries where Licenses will be used on its initial order and on any additional orders.
- e. Resellers.** Orders must be submitted to an authorized Reseller who will transmit the order to Microsoft. The Reseller and Institution determine pricing and payment terms as between them, and Microsoft will invoice the Reseller based on those terms. Resellers and other third parties do not have authority to bind or impose any obligation or liability on the Microsoft Affiliate that enters into this Enrollment.
- f. Adding Products.**
 - (i) Adding new Products not previously ordered.** New Education Platform Products and Additional Products may be added at any time by contacting a Reseller. New Additional Products, other than Online Services, may be used if an order is placed in the month the Product is first used. For Online Services not previously ordered, an initial order for the Online Service is required prior to use.
 - (ii) Adding Licenses for previously ordered Products.** For Education Platform Products other than Online Services and for Additional Products licensed Organization-wide or for the full Student Count, Institution is not required to obtain additional Licenses based on increases in the Organization-wide Count or Student Count after the date of the order. Institution must provide Microsoft with an updated Organization-wide Count or Student Count to account for any such increases on each anniversary of the Enrollment effective date during the Licensed Period. Additional Licenses for Online Services must be ordered prior to use.
 - (iii) Invoicing.** Microsoft will invoice Institution's Reseller for such Products ordered on a pro-rated basis based on the greater of (i) the number of full calendar months remaining in the Licensed Period or (ii) six months. Microsoft will invoice the Reseller for Online Services ordered on a pro-rated basis based on the number of full calendar months remaining in the Licensed Period. If Institution subsequently orders Licenses for Additional Products that were not included on Institution's initial order, Microsoft will use the price list in effect on the date of the invoice to charge Institution's Reseller for the additional Licenses. If Institution subsequently orders additional Licenses for Products that were included in Institution's initial order, Microsoft will use the price list in effect when the product was initially ordered to charge Institution's Reseller for the additional Licenses.

g. Annual orders. Institution must submit annual orders as follows:

(i) Annual order requirements. If Institution has a three-year Licensed Period, it must submit an annual order that accounts for any changes since the initial order or last annual order, including its updated Organization-wide Count or Student Count. Each annual order must include Licenses for at least the same types and quantities of Products as Institution ordered during the year following the Enrollment effective date or last anniversary date, except for permitted reductions, step-ups, add-ons and any Additional Products not ordered Organization-wide.

(ii) Subscription License Reductions. Institution may reduce the quantity of Subscription Licenses at the enrollment anniversary date on a prospective basis as follows:

1. For Enterprise Platform Products, Licenses can be reduced, as long as the initial order minimum requirements are maintained.
2. For Additional Products ordered Organization-wide or for the full Student Count, the quantity of Licenses can be reduced provided it remains equal to Institution's Organization-wide Count or Student Count (as applicable).
3. For other Additional Products, Institution may reduce the Licenses. If the License count is reduced to zero, then Institution's use of the applicable Subscription License will be cancelled.

(iii) Annual order period. Microsoft must receive an anniversary order prior to each Enrollment anniversary date. Institution may order more often than at each Enrollment anniversary date except for Subscription License reductions.

h. Buy-out option. Institution may buy out active Subscription Licenses acquired under this Enrollment for Products other than Online Services (if permitted) and acquire perpetual Licenses for the latest version of the Product as of the Expiration Date by placing an order for such Licenses. A buy-out option is available if Institution has licensed the Products under one or more Enrollments (including any extensions) for at least 36 full calendar months immediately preceding the Expiration Date. To exercise its buy-out option, Institution must submit and Microsoft must receive the buy-out order no more than 30 days prior to the Expiration Date. The Expiration Date will be the invoice date for the buy-out order. Institution may order perpetual Licenses for Education Platform Products and Additional Products licensed Organization-wide in a quantity at least equal to the Organization-wide Count, but not more than the number of Qualified Devices in the Organization on the date of the buy-out order. Institution may order perpetual Licenses for Additional Products in a quantity equal to the lowest number of Licenses ordered during any of the three 12-month periods immediately preceding the expiration of the Enrollment. The buy-out option is not available for Products licensed under the Student licensing option. Except as specifically provided otherwise in the Use Rights, perpetual Licenses acquired through the buy-out option are device Licenses.

i. How to confirm orders. Microsoft will publish password-protected information about orders placed by Institution, including an electronic confirmation of each order, at the Volume Licensing Service Center (<https://www.microsoft.com/licensing/servicecenter>) or a successor site. Upon Microsoft's acceptance of this Enrollment, the individual designated by Institution as its Online Administrator will be granted access to this site.

j. Step up licenses. For Licenses eligible for a step-up under this Enrollment, Institution may step-up to a higher edition or suite. The order requirements set forth in the subsection above titled "Adding Licenses for previously ordered Products" apply to all step-ups.

3. Pricing.

a. Subscription price. This section shall not apply to Products licensed to Institution at special promotion prices to distributor or Reseller, as applicable.

- (i) **One-year Licensed Period.** Microsoft will not increase the price it charges to the Reseller for an annual extension of a License by more than ten percent (10%) (as determined with reference to U.S. funds, regardless of the currency in which amounts are invoiced or payment is made) over the immediately preceding one year Licensed Period if Institution submits an extension order prior to the expiration of the Enrollment for the same Products in the same quantities as ordered in the expiring Licensed Period.
- (ii) **Three-year Licensed Period.** If Institution chooses a three-year Licensed Period and complies with the ordering requirements in this Enrollment, provided Institution qualifies for the same price level for the entire Licensed Period, for any Products ordered during the Licensed Period, Microsoft will charge the Reseller the same price for a License on each annual order as when Institution first ordered the Product, except for step-ups.
- b. **Price levels.** Institution's Organization-wide Count or Student Count, as applicable, determines the price level for Education Platform Products (A, B, C, or D). If Institution chooses to extend this Enrollment, the price level will be reset at the start of the extension term based on Institution's Organization-wide Count or Student Count at the time the extension order is placed. There are no price levels for Additional Products. Provided that Institution qualifies for the same price level for the entire term, Institution's price level does not change during the term of the Enrollment. If Institution qualifies for a different price level during the applicable initial or renewal term, Microsoft may at its discretion establish a new price level for future new orders either upon Institution's request or on its own initiative.

Select Price Level that Applies to Education Qualified User Option	Organization Wide Count	Price level (Only Applicable For Education Platform Products)
☒	1,000	A
☐	3,000	B
☐	10,000	C
☐	25,000	D

Select Price Level that Applies to Student Option	Student Count	Price level (Only Applicable For Education Platform Products)
☐	1,000	A
☒	3,000	B
☐	10,000	C
☐	25,000	D

- c. **Setting Prices.** The price Institution will pay to license the Products will be determined by agreement between Institution and its Reseller. However, Microsoft will provide the Reseller with pricing at the outset of this Enrollment and will not increase the prices that it charges the Reseller for the Products during the term of the Enrollment.

4. **Qualifying systems Licenses.**

The desktop operating system Licenses granted under this program are upgrade Licenses only. Full desktop operating system Licenses are not available under this program. If Institution selects the Windows Desktop Operating System Upgrade, all Qualified Devices on which Institution runs the Windows Desktop Operating System Upgrade must be licensed to run one of the qualifying operating systems identified in the Product Terms.

5. *End of Enrollment term and termination.*

- a. General.** Microsoft will notify Institution in writing prior to the expiration of the Enrollment. The notice will advise Institution of the option to (1) renew the Enrollment, (2) submit a new Enrollment, (3) exercise the buy-out option, or (4) allow the Enrollment to expire. Microsoft will not unreasonably reject any extension order or new Enrollment. However, Microsoft may make a change to this program that will make it necessary for Institution to enter into a new agreement prior to extending or submitting new Enrollment. Each Licensed Period will start the day following the expiration of the prior Licensed Period.
- b. Extension orders.** Institution may elect to extend its initial Licensed Period for subsequent terms not to exceed 72 consecutive months from the initial effective date using any combination of (1) extension terms of 12 full calendar months and (2) one extension term of 36 full calendar months. Institution must submit, and Microsoft must receive, an extension order prior to the expiration of the Licensed Period.
- c. If Institution elects not to renew.**
 - (i) Subscription Licenses buy-out.** Institution may elect to obtain perpetual Licenses as described in the Section titled "Buy-out option" for Licenses for which a buy-out is available.
 - (ii) Expiration of Enrollment.** Institution may allow the Enrollment to expire. If the Enrollment expires, the Licenses will be cancelled and will terminate as of the Expiration Date. Any associated media must be uninstalled and destroyed, and Organization must discontinue use. Microsoft may request written certification to verify compliance. Because all Licenses acquired under this agreement are temporary, Institution will not be eligible to obtain Software Assurance for those Licenses under any other Microsoft Volume licensing program without first acquiring a perpetual License or License and Software Assurance (L&SA).
- d. Termination for cause.** Any termination for cause of this Enrollment will be subject to the "Termination for cause" section of the Agreement.
- e. Early termination.** If Institution terminates its Enrollment as a result of a breach by Microsoft, or if Microsoft terminates an Online Service for regulatory reasons, Microsoft will issue Institution's Reseller a credit for any amount paid in advance for the period after termination.

Enrollment Details

1. Defining Institution's Organization.

Define the Organization by choosing one of the options below. *Please select only one option.*

☐	Institution and all of its Affiliates , departments and school locations (<i>do not</i> list any entity in the below list)
☒	Institution only (including all of its departments and school locations, but not including any Affiliates) (<i>do not</i> list any entity in the below list)
☐	Institution <i>plus</i> the listed Affiliate(s) and/or department(s), and/or school location(s), or clearly defined User group(s) if Affiliate is a school without departments or school locations (please list the Affiliate(s), department(s), school location(s) or User group(s) of Affiliate(s) below)
☐	Institution's (or any Affiliate's) listed department(s), and/or school location(s), or clearly defined User group(s) if Institution or Affiliate is a school without departments or school locations (please list department(s), school location(s) or User group(s) and any Affiliate(s) below)

If Institution chooses to enroll specific departments, school locations, and/or clearly defined User groups, Institution must provide the department, school location, and/or defined User group names. If the department, school location, or User group is part of an Affiliate, Institution must also provide the name of the Affiliate. A department includes all segments of a department (e.g., a business school should include the business library). A department must be for educational purposes. Open access labs and other resource support centers do not qualify as separate departments.

List of participating Affiliates, departments, school locations, and/or clearly defined User groups

Institution may attach pages to this Enrollment if additional rows are needed.

2. Licensing options; license rights and restrictions.

Choosing a licensing option. Institution may license Education Platform Products and Additional Products licensed Organization-wide or for the full Student Count for (1) Education Qualified Users and/or (2) Students. Institution must indicate the option(s) it chooses by marking the applicable box below and provide its initial Organization-wide Count and/or Student Count, as applicable. Institution must select at least one licensing option.

Licensing Options.

- a. **Education Qualified Users:** If Institution selects this option, Institution's Organization-wide Count must include all Education Qualified Users in its Organization.
- b. **Students:** If Institution selects this option, Institution's Student Count must include all of the Students in its Organization.

Category	Institution's Selection	Organization-wide Count and/or Student Count, as applicable
1. Education Qualified Users	☒	400
2. Students	☒	6500

License rights and restrictions. So long as Institution places orders pursuant to the agreement and this Enrollment for any required Licenses and pays per the agreement with its Reseller, Institution (and/or its Students, as applicable) will have the following rights during the term of this Enrollment:

- a. If the Education Qualified User option is chosen, Institution is not required to count members of the public who access PCs that remain in Institution's open access labs or libraries. Institution may not permit remote access to software installed on PCs in open access labs or libraries. In the case of CALs, Institution may assign (1) a device CAL to each Qualified Device and (2) a user CAL to each Education Qualified User, in both cases to access Institution's associated server software.
- b. If the Student option is chosen, each Student in the Organization may run one instance of the licensed Education Platform Products and one instance of any Additional Product licensed for the Student Count on a Student Qualified Device. In the case of CALs, Institution may assign a user CAL to each Student to access Institution's associated server software. Student's right to use the software shall be governed by and subject to the relevant sections of the most current Product Terms.

3. Contact information.

Each party will notify the other in writing if any of the information in the following contact information page(s) changes. The asterisks (*) indicate required fields. By providing contact information, Institution consents to its use for purposes of administering this Enrollment by Microsoft, its Affiliates, and other parties that help administer this Enrollment. The personal information provided in connection with this Enrollment will be used and protected in accordance with the privacy statement available at <https://www.microsoft.com/licensing/servicecenter>.

- a. **Primary contact.** This contact is the primary contact for the Enrollment from within Institution. This contact is also an Online Administrator for the Volume Licensing Service Center and may grant online access to others. The primary contact will be the default contact for all purposes unless separate contacts are identified for specific purposes.

Name of entity (must be legal entity name) * Tulare Joint Union High School District

Contact name: First* Donny **Last*** Trimm

Contact email address* donny.trimm@tjuhsd.org

Street address* 426 N Blackstone St

City* Tulare

State/Province* CA

Postal code* 93274-4449-

(For U.S. addresses, please provide the zip + 4, e.g. xxxxx-xxxx)

Country* United States

Phone (559) 687-7321

Tax ID

** indicates required field*

- b. **Notices contact and Online Administrator.** This contact (1) receives the contractual notices and (2) is the Online Administrator for the Volume Licensing Service Center and may grant online access to others.

☒ Same as primary contact (default if no information is provided below, even if box is not checked)

Contact name: First* Donny **Last*** Trimm

Contact email address* donny.trimm@tjuhsd.org

Street address* 426 N Blackstone St

City* Tulare

State/Province* CA

Postal code* 93274-4449-

(For U.S. addresses, please provide the zip + 4, e.g. xxxxx-xxxx)

Country* United States

Phone (559) 687-7321

Language preference. Choose the language for notices. English

☐ This contact is a third party (not Institution). Warning: This contact receives personally identifiable information of the Institution and its Affiliates.

** indicates required field*

- c. **Online Services Manager.** This contact is authorized to manage the Online Services ordered under the Enrollment.

☐ Same as notices contact and Online Administrator (default if no information is provided below, even if box is not checked)

Contact name: First* Donny **Last*** Trimm

Contact email address* donny.trimm@tjuhsd.org

Phone (559) 687-7321

☐ This contact is from a third party organization (not the entity). Warning: This contact receives personally identifiable information of the entity.

** indicates required field*

- d. **Reseller information.** Reseller contact for this Enrollment is:

Reseller company name* SoftChoice Corporation

Street address (PO boxes will not be accepted) * 314 W Superior Suite 301

City* Chicago

State/Province* IL

Postal code* 60654

Country* United States

Contact name: First* Licensing **Last*** Administrator

Phone 416-588-9002 x2307

Contact email address* msselquestconfirmation@softchoice.com

** indicates required field*

By signing below, the Reseller identified above confirms that all information provided in this Enrollment is correct.

Signature*
Printed name*
Printed title*
Date*

Changing a Reseller. If Microsoft or the Reseller chooses to discontinue doing business with each other, Enrolled Institution must choose a replacement Reseller. If Enrolled Institution or the Reseller intends to terminate their relationship, the initiating party must notify Microsoft and the other party using a form provided by Microsoft at least 30 days prior to the date on which the change is to take effect.

- e. If Enrolled Institution requires a separate contact for any of the following, attach the Supplemental Contact Information form. *Otherwise, the notices contact and Online Administrator remains the default.*
- (i) Additional Notices Contact
 - (ii) Software Assurance Manager
 - (iii) Subscriptions Manager
 - (iv) Customer Support Manager (CSM) contact

Meeting of
February 6, 2020
FOR: ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Purchase of New Servers

Background: In 2015, the district began purchasing servers from Simplivity. Simplivity servers are a hyper-converged technology that combines storage, processing power, and backup and disaster recovery in smaller servers that allow for expansion. We have expanded our system twice since the initial purchase. Simplivity was purchased by Hewlett Packard (HP) two years ago.

Current Considerations: The district is running low on disk space. This made our cyber attack in December harder to recover from due to the virus using up disk space we did not have. Even with the disk space issues, the platform enabled us to recover quickly from the cyber attack, and our district recovered faster than most organizations typically do. Unfortunately, due to the HP Acquisition, we are unable to simply buy one new server to increase space. We instead need to replace three of our servers in order to expand the available disk storage.

Fiscal Implications: The cost of the new servers is \$238,169.33. This will be paid for out of the District's liability fund.

Tulare Joint Union High School District Board Priorities:

- **Improve Student Outcomes and Performance**
- **Manage Facilities and Student Growth**
- **Maintain the Fiscal Integrity of the District and Fund the Board's Priorities**

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mr. Donny Trimm, Director of Technology



ORDERING INFORMATION
GovConnection, Inc. DBA Connection

Please contact your account manager with any questions.

Ordering Address

GovConnection, Inc.
732 Milford Road
Merrimack, NH 03054

Remittance Address

GovConnection, Inc.
Box 536477
Pittsburgh, PA 15253-5906

Please reference the Contract # on all purchase orders.

TERMS & CONDITIONS

Payment Terms:	NET 30 (subject to approved credit)
FOB Point:	DESTINATION (within Continental US)
Maximum Order Limitation:	NONE
FEIN:	52-1837891
DUNS Number:	80-967-8782
CEC:	80-068888K
Cage Code:	OGTJ3
Business Size:	LARGE
Erate Spin Number:	143026005

WARRANTY: Manufacturer's Standard Commercial Warranty

NOTE: It is the end user's responsibility to review, understand and agree to the terms of any End User License Agreement (EULA).

Important Notice: --- THIS QUOTATION IS SUBJECT TO THE FOLLOWING Terms of Sale: All purchases from GovConnection, Inc. are subject to the Company's Standard Terms of Sale, which describe important legal rights and obligations. You may review the Company's Standard Terms of Sale on the Company's website: www.govconnection.com or you may request a copy via fax, e-mail, or mail by calling your account representative. The only exception to this policy is if your order is being placed under any one of our many national, state, educational or cooperative Agreements, in which case the Terms and Conditions of your Purchase Order are already pre-negotiated and stated in that Agreement. No other Terms and Conditions shall apply and any other terms and conditions referenced or appearing in your Purchase Order are considered null and void. Please refer to our Quote Number in your order.

If you require a hard copy invoice for your credit card order, please visit the link below and click on the Proof of Purchase/Invoice link on the left side of the page to print one: <https://www.govconnection.com/web/Shopping/ProofOfPurchase.htm>

Please forward your Contract or Purchase Order to:

SLEDOPS@connection.com

QUESTIONS: Call 800-800-0019

FAX: 603.683.0374

SALES QUOTE

GovConnection, Inc.
732 Milford Road
Merrimack, NH 03054

Account Executive: Shaun McFadden
Phone: (800) 800-0019 ext. 33178
Fax: (603) 683-0732
Email: shaun.mcfadden@connection.com

24946003.02-W1

PLEASE REFER TO THE ABOVE
QUOTE # WHEN ORDERING

Account Manager:
Phone:
Fax:
Email:

Date: 1/22/2020
Valid Through: 1/31/2020
Account #: 26180

Customer Contact: Donny Trimm
Email: donny.trimm@tjhsd.org

Phone: (559) 687-7321
Fax: (559) 687-7317

QUOTE PROVIDED TO:	SHIP TO:
AB#: 26180 TULARE JOINT UNION HS DIST 426 N BLACKSTONE TULARE, CA 93274 (559) 688-2021	AB#: 6767117 TULARE JOINT UNION HIGH SCHOOL WAREHOUSE 715 WEST BARDSLEY AVENUE TULARE, CA 93274 (559) 688-2021

DELIVERY	FOB	SHIP VIA	SHIP WEIGHT	TERMS	CONTRACT ID#
5-30 Days A/R/O	Destination	UPS Ground Commercial	212.00 lbs	NET 30	

Important Notice: --- THIS QUOTATION IS SUBJECT TO THE FOLLOWING Terms of Sale: All purchases from GovConnection, Inc. are subject to the Company's Standard Terms of Sale, which describe important legal rights and obligations. You may review the Company's Standard Terms of Sale on the Company's website: www.govconnection.com, or you may request a copy via fax, e-mail, or mail by calling your account representative. The only exception to this policy is if your order is being placed under any one of our many national, state, educational or cooperative Agreements, in which case the Terms and Conditions of your Purchase Order are already pre-negotiated and stated in that Agreement. No other Terms and Conditions shall apply and any other terms and conditions referenced or appearing in your Purchase Order are considered null and void. Please refer to our Quote Number in your order.

* Line #	Qty	Item #	Mfg. Part #	Description	Mfg.	Price	Ext
1	3	34764025	Q8D81A	CTO ENT Simplivity 380 Gen10 N Hpe Simplivity	Hpe Simplivity	\$ 1,869.00	\$ 5,607.00
2	3	34764033	Q8D81A 001	CTO Enterprise Simplivity 380 VMware Hpe Simplivity	Hpe Simplivity	\$ 0.50	\$ 1.50
3	3	35009486	826880-L21	CTO DL380 GEN10 6142 intelXEON HP Server Accessories	HP Server Accessories	\$ 2,969.00	\$ 8,907.00
4	3	36134511	Q8D89A	CTO ENT Simplivity 768GB PC4-21300 288-pin DDR4 SDRAM LRDIMM Kit Hpe Simplivity	Hpe Simplivity	\$ 10,789.00	\$ 32,367.00
5	3	34920964	Q8D93A	CTO ENT simplivity 380G 4000 Hpe Simplivity	Hpe Simplivity	\$ 11,089.00	\$ 33,267.00
6	3	35009814	P01366-B21	CTO 96W smart Storage battery HP Server Accessories	HP Server Accessories	\$ 90.00	\$ 270.00
7	3	37443286	P01366-B21 0D1	CTO ENT Factory Integrated Hp Openview	Hp Openview	\$ -	\$ -
8	3	34775779	804338-B21	CTO SmartArray P816i-a Gen10 12G SAS Modular Controller HP Server Accessories	HP Server Accessories	\$ 610.00	\$ 1,830.00
9	3	34718205	804338-B21 0D1	CTO ENT FACTORY INTEGRATED Hp Openview	Hp Openview	\$ -	\$ -
10	3	18161419	700751-B21	CTO FlexFabric 534FLR-SFP+ 2-Port 10Gb PCIe 2.0 x8 FIO NIC HP Server Accessories	HP Server Accessories	\$ 329.00	\$ 987.00
11	3	18154260	700751-B21 0D1	CTO ENT FlexFabric 534FLR-SFP+ 2-Port 10Gb PCIe 2.0 x8 FIO NIC (FI) Hp Openview	Hp Openview	\$ -	\$ -
12	6	35009718	830272-B21	CTO 1600W FlexSlot Platinum Hot Plug Power Supply HP Server Accessories	HP Server Accessories	\$ 262.00	\$ 1,572.00
13	6	34377447	830272-B21 0D1	CTO Factory Integrated 1600W Flex Slot Platinum Hot Plug Low Halogen Power Supply Kit Hp Openview	Hp Openview	\$ -	\$ -
14	3	16043021	BD505A	CTO Enterprise iLO Advanced 1 Server License with 3yr 24x7 Tech Support and Updates Hp Openview	Hp Openview	\$ 302.00	\$ 906.00
15	3	37148949	BD505A 0D1	CTO ENT Factory integrated Hpe Simplivity	Hpe Simplivity	\$ -	\$ -

SALES QUOTE

GovConnection, Inc.
732 Milford Road
Merrimack, NH 03054

Account Executive: Shaun McFadden
Phone: (800) 800-0019 ext. 33178
Fax: (603) 683-0732
Email: shaun.mcfadden@connection.com

24946003.02-W1

PLEASE REFER TO THE ABOVE
QUOTE # WHEN ORDERING

Date: 1/22/2020
Valid Through: 1/31/2020
Account #: 26180

Account Manager:
Phone:
Fax:
Email:

Customer Contact: Donny Trimm
Email: donny.trimm@tjhsd.org

Phone: (559) 687-7321
Fax: (559) 687-7317

QUOTE PROVIDED TO:	SHIP TO:
AB#: 26180 TULARE JOINT UNION HS DIST 426 N BLACKSTONE TULARE, CA 93274 (559) 688-2021	AB#: 6767117 TULARE JOINT UNION HIGH SCHOOL WAREHOUSE 715 WEST BARDSLEY AVENUE TULARE, CA 93274 (559) 688-2021

DELIVERY	FOB	SHIP VIA	SHIP WEIGHT	TERMS	CONTRACT ID#
5-30 Days A/R/O	Destination	UPS Ground Commercial	212.00 lbs	NET 30	

Important Notice: --- THIS QUOTATION IS SUBJECT TO THE FOLLOWING Terms of Sale: All purchases from GovConnection, Inc. are subject to the Company's Standard Terms of Sale, which describe important legal rights and obligations. You may review the Company's Standard Terms of Sale on the Company's website: www.govconnection.com, or you may request a copy via fax, e-mail, or mail by calling your account representative. The only exception to this policy is if your order is being placed under any one of our many national, state, educational or cooperative Agreements, in which case the Terms and Conditions of your Purchase Order are already pre-negotiated and stated in that Agreement. No other Terms and Conditions shall apply and any other terms and conditions referenced or appearing in your Purchase Order are considered null and void. Please refer to our Quote Number in your order.

* Line #	Qty	Item #	Mfg. Part #	Description	Mfg.	Price	Ext
16	3	36127741	Q8A63A	CTO ENT OMNISTACK 8-14C 1P LG Hp Enterprise Storageworks	Hp Enterprise Storageworks	\$ 18,825.00	\$ 56,475.00
17	3	17871259	733664-B21	CTO 2U CMA FOR EASY INSTALL RA HP Server Accessories	HP Server Accessories	\$ 38.00	\$ 114.00
18	3	18174851	733664-B21 0D1	CTO Enterprise Factory Integrated Hp Openview	Hp Openview	\$ -	\$ -
19	3	34775832	867809-B21	CTO Gen10 2U Bezel Kit HP Server Accessories	HP Server Accessories	\$ 46.00	\$ 138.00
20	3	37149335	867809-B21 0D1	CTO ENT Factory integrated Hpe Simplivity	Hpe Simplivity	\$ -	\$ -
21	3	35009734	826703-B21	CTO DL380 GEN10 SYS INSIGHT D HP Server Accessories	HP Server Accessories	\$ 98.00	\$ 294.00
22	3	34581675	826703-B21 0D1	CTO ENT Factory Integrated Hp Openview	Hp Openview	\$ -	\$ -
23	3	17871241	733660-B21	CTO 2U SFF EASY INSTALL RAIL k HP Server Accessories	HP Server Accessories	\$ 58.00	\$ 174.00
24	3	35958104	733660-B21 0D1	CTO Factory Integrated 2U SFF Easy Install Rail Kit HP Server Accessories	HP Server Accessories	\$ -	\$ -
25	6	35051300	455883-B21	CTO BladeSystem c-Class 10GB HP Server Accessories	HP Server Accessories	\$ 435.00	\$ 2,610.00
26	1	14390231	H1K92A5	CTO Enterprise 5y 4h 24x7 Proactive Hp Openview	Hp Openview	\$ -	\$ -
27	3	16344449	H1K92A5 R2M	CTO Enterprise ILO Advanced Non-Blade 3-year Hp Openview	Hp Openview	\$ 83.00	\$ 249.00
28	3	35789961	H1K92A5 Z9X	CTO ENT SVT 380 Gen10 node sup Hp Openview	Hp Openview	\$ 3,415.00	\$ 10,245.00
29	3	37718905	H1K92A5 ZA7	CTO ENT Omnistack 1p Large Sup Hp Openview	Hp Openview	\$ 19,265.00	\$ 57,795.00
30	1	8492821	HA114A1	CTO Instll and StartUp Svc Hp Enterprise Storageworks	Hp Enterprise Storageworks	\$ -	\$ -
31	3	34247731	HA114A1 5LY	CTO Enterprise Simplivity 380HW Start Hpe Simplivity	Hpe Simplivity	\$ 825.92	\$ 2,477.76
32	1	37149589	HA124A1	CTO ENT Tech Instll StartupService Hpe Simplivity	Hpe Simplivity	\$ -	\$ -
33	3	37149597	HA124A1 5LZ	CTO ENT SVT 380 VMware Rem SW Hpe Simplivity	Hpe Simplivity	\$ 1,190.08	\$ 3,570.24

SALES QUOTE

GovConnection, Inc.
732 Milford Road
Merrimack, NH 03054

Account Executive: Shaun McFadden
Phone: (800) 800-0019 ext. 33178
Fax: (603) 683-0732
Email: shaun.mcfadden@connection.com

24946003.02-W1

PLEASE REFER TO THE ABOVE
QUOTE # WHEN ORDERING

Account Manager:
Phone:
Fax:
Email:

Date: 1/22/2020
Valid Through: 1/31/2020
Account #: 26180

Customer Contact: Donny Trimm
Email: donny.trimm@tjhsd.org

Phone: (559) 687-7321
Fax: (559) 687-7317

QUOTE PROVIDED TO:	SHIP TO:
AB#: 26180 TULARE JOINT UNION HS DIST 426 N BLACKSTONE TULARE, CA 93274 (559) 688-2021	AB#: 6767117 TULARE JOINT UNION HIGH SCHOOL WAREHOUSE 715 WEST BARDSLEY AVENUE TULARE, CA 93274 (559) 688-2021

DELIVERY	FOB	SHIP VIA	SHIP WEIGHT	TERMS	CONTRACT ID#
5-30 Days A/R/O	Destination	UPS Ground Commercial	212.00 lbs	NET 30	

Important Notice: --- THIS QUOTATION IS SUBJECT TO THE FOLLOWING Terms of Sale: All purchases from GovConnection, Inc. are subject to the Company's Standard Terms of Sale, which describe important legal rights and obligations. You may review the Company's Standard Terms of Sale on the Company's website: www.govconnection.com, or you may request a copy via fax, e-mail, or mail by calling your account representative. The only exception to this policy is if your order is being placed under any one of our many national, state, educational or cooperative Agreements, in which case the Terms and Conditions of your Purchase Order are already pre-negotiated and stated in that Agreement. No other Terms and Conditions shall apply and any other terms and conditions referenced or appearing in your Purchase Order are considered null and void. Please refer to our Quote Number in your order.

* Line #	Qty	Item #	Mfg. Part #	Description	Mfg.	Price	Ext
34	1	32315980	H1SR4AS	CTO Enterprise HPE TS Support Credits Service Hp Enterprise Storageworks	Hp Enterprise Storageworks	\$ -	\$ -
35	1	32018521	H0JD4A1	CTO Enterprise 1Yr Tech Support Credits 10 / year Hp Enterprise Storageworks	Hp Enterprise Storageworks	\$ -	\$ -
36	2	34515475	H0JD4A1 WFK	CTO Enterprise Support Credits 10 per year Hp Enterprise Storageworks	Hp Enterprise Storageworks	\$ 2,023.13	\$ 4,046.26
37	3	34993952	HF385A1	Training Credits Prolant Hybridit Service HPE/DOC Services	HPE/DOC Services	\$ 753.72	\$ 2,261.16
						Subtotal	\$ 226,163.92
						Fee	\$ 0.00
						Shipping and Handling	\$ 0.00
						Tax	\$ 12,005.41
						Total	\$ 238,169.33

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Notice of Completion for the Tulare High School Ag Farm - New Ag Farm Classrooms and Science Lab Modular Building Project - JTS Modular, Inc. Modular Building Design and Construction

Background: Through the Facility Master Plan created in 2013 and the site survey for structural, safety, equity and educational needs, a new Division of the State Architect approved Ag Classroom and Science Lab Modular Building was identified on the list for Tulare Ag Farm.

Current Considerations: The New Ag Classroom and Science Lab Modular Building at the Tulare Ag Farm is now complete and ready for District occupancy as of October 15, 2019. The administration is requesting Board authorization to file the Notice of Completion for this project.

Fiscal Implications: The original contract amount approved for the Design and Construction Document Phase is \$100,000 and for the Construction Phase is \$2,401,000. There were two change orders for this project. The District has issued Purchase Orders for a total contract amount of \$2,560,000. Funding for this project was Fund 400 and State matching funds.

Tulare Joint Union High School District Board Priorities:

- *Manage Facilities and Student Growth*
- *Maintain the Fiscal Integrity of the District and Fund the Board's Priorities*
- *Maintain Safe Schools*
- *Continue to Strengthen Internal and External Communication Systems*

Tulare Joint Union High School District LCAP Goals:

1. *All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as part of a greater community.*

Therefore it is:

Recommended:

That the Board approve the Notice of Completion for the Tulare High School Ag Farm - New Ag Farm Classrooms and Science Lab Modular Building Project - JTS Modular, Inc. Modular Building Design and Construction.

SUBMITTED BY:

Tony Rodriguez
Superintendent

PREPARED BY: Danny Pierotte, Director of Facilities

RECORDING REQUESTED BY
AND FOR BENEFIT OF:

TULARE JOINT UNION HIGH SCHOOL DISTRICT

WHEN RECORDED MAIL TO:

Tulare Joint Union High School District
426 North Blackstone
Tulare, CA 93274
ATTN: Danny Pierotte

SPACE ABOVE LEFT FOR RECORDERS USE

NOTICE OF COMPLETION

NOTICE IS HEREBY GIVEN THAT (Civil Code 3093):

1. *The undersigned is the owner of the interest or estate stated below in the property hereinafter described:*
2. *The full name of the undersigned is* TULARE JOINT UNION HIGH SCHOOL DISTRICT
3. *The full address of the undersigned is* 426 NORTH BLACKSTONE
(NUMBER AND STREET, CITY STATE, ZIP)
4. *The nature of the title of the undersigned is* OWNER IN FEE
(E.G., owner in fee OR vendee under contract of purchase OR lessee OR OTHER APPROPRIATE DESIGNATION).
5. *The full names and full addresses of all persons, if any, who hold title with the undersigned as joint tenants or as tenants in common are:*

<i>Names</i>	<i>Addresses</i>
<u>NONE</u>	<u></u>
6. *The names of the predecessors in interest of the undersigned, if the property was transferred subsequent to the commencement of the work of improvement herein referred to are (OR IF NO TRANSFER WAS MADE, INSERT THE WORD "none"):*

<i>Names</i>	<i>Addresses</i>
<u>NONE</u>	<u></u>
7. *A work of improvement on the property hereinafter described was completed on* OCTOBER 15, 2019
The kind of work done or materials furnished was NEW AG CLASSROOM & SCIECNE LAB BUILDING AT TULARE AG FARM
8. *The name of the original contractor, if any, for the work of improvement was* JTS Modular, Inc.
(NAME OF CONTRACTOR, OR IF NO CONTRACTOR FOR THE WORK OF IMPROVEMENT AS A WHOLE, INSERT THE WORD "none")
9. *The property on which the work of improvement was completed is in the City of* TULARE, *County of* TULARE,
State of California, and is described as follows: TULARE HIGH SCHOOL AG FARM
10. *The street address of the said property is* 591 West Bardsley Ave., Tulare, CA 93274
(NUMBER AND STREET, OR, IF THERE IS NO OFFICIAL STREET ADDRESS, INSERT THE WORD "none")

Dated: _____, 2020, _____
Antonio Rodriguez, Superintendent

VERIFICATION

I, the undersigned, say: I am the person who signed the foregoing notice. I have read the above notice and know its contents, and the facts stated therein are true of my own knowledge. I declare under penalty of perjury that the foregoing is true and correct.

Executed in TULARE, California, this _____ day of _____, 2020

Antonio Rodriguez, Superintendent

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Change Order No. 4 for Tulare Union High School Science/Administration Two Story Building – Meehleis Modular Buildings, Inc.

Background: Pursuant to Public Contract Code sections 20118.4 and 20659, a contract may be increased or decreased after the bid is awarded due to changes that might arise during the course of the contract. These changes are limited to the bid limits or to 10 percent of the original contract price whichever is greater. These limits, according to the California Attorney General, “appear to be inserted to ensure that substantial changes are not made which would, in effect, constitute the making of a new contract.” 73 Op. Att’y Gen. 423 (1990). Thus, the change order provision allows districts to negotiate changes to a contract provided that the contract is not materially altered by the change so as to create a new project which should be separately bid.

Typically once the bid threshold is collectively met for existing orders, any new change orders usually need to be bid out, unless the change is being made to meet an emergency or competitive bidding would be “unavailing,” – ie., useless or disadvantageous. Competitive propels can sometimes be “unavailing” in part because they are the result of unforeseen conditions and only the contractor on the site with forces fully engaged can reasonably be expected to handle the site conditions.

Current Considerations: As construction has proceeded at the Tulare Union High School Project, the parties involved have requested changes. Requests have been initiated by CM Construction Services, Inc. and the District. The changes are detailed on pages 2-5 and are attached for your review.

Fiscal Implications: The original contract sum for Meehleis Modular Buildings, Inc. was \$6,807,427. The contract sum prior to this change order was \$6,461,268.33. Contract Change Order No. 4 is for \$5,605.85. The new contract sum, including this change order will be \$6,466,874.18. This contract will be paid from Fund 400.

Tulare Joint Union High School District Board Priorities:

- *Manage Facilities and Student Growth*
- *Maintain the Fiscal Integrity of the District and Fund the Board’s Priorities*
- *Maintain Safe Schools*
- *Continue to Strengthen Internal and External Communication Systems*

Tulare Joint Union High School District LCAP Goals:

3. *All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as part of a greater community.*

Therefore it is:

RECOMMENDED: That the Board approve the Change Order No. 4 for Tulare Union High School Science/Administration Two Story Building – Meehleis Modular Buildings, Inc.

SUBMITTED BY:
Tony Rodriguez
Superintendent

PREPARED BY: Daniel Pierotte, Director of Facilities

**FRESNO OFFICE**7535 N. PALM AVE. 201 | FRESNO, CA 93711
559.437.0887 T | 559.438.7554 F
ARCHITECTS ENGINEERS CONNECTED**CHANGE ORDER NO. 4**

☐ Owner: Antonio Rodriguez, Tulare JUHSD
☐ Architect: Robert Thornton, TETER, LLP
☐ Contractor: Pete Cullen, Meehleis Modular

☐ Inspector: David Acrell (IP)/John Leach (site)
☐ Other:
☐ Other:

PROJECT:

New Science/Administration Building; TUHS
 Tulare Joint Union HS District
 Tulare, CA

Date.: 11/27/2019

TETER Project No.: A 14-9401.00 F

CONTRACTOR:

Meehleis Modular Buildings, Inc.
 1303 E. Lodi Ave.
 Lodi, CA 95240

Client Project No.: 18-001-001

DSA File No.: 54-H11

DSA Appl. No.: 02-116884

INCLUDES THE FOLLOWING:

Change Order	2 pages
Attachments	3 pages
TOTAL	5 pages

Not valid until signed by Owner, Architect and Contractor. The Contract is changed as follows:

The original Contract Sum was.....	\$ 6,807,427.00
Net change by previously authorized Change Orders	\$(346,158.67)
The Contract Sum prior to this Change Order was.....	\$6,461,268.33
The Contract Sum will be increased by this amount	\$5,605.85
The new Contract Sum including this Change Order will be	\$6,466,874.18

The Contract Time will be increased by (0) Calendar Days
 The date of Completion as of the date of this Change Order is December 4, 2019

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price, that may have been authorized by Construction Change Directive.

TETER, LLP	Meehleis Modular Buildings, Inc.	Tulare Joint Union HSD
Architect	Contractor	Owner
7535 N. Palm Ave., Ste. 201; Fresno, CA 93711	1303 E. Lodi Ave. Lodi, CA 95240	426 N. Blackstone Tulare, CA 93274
Address	Address	Address
By: 	By: _____	By: _____
Robert Thornton	Pete Cullen	Antonio Rodriguez
Date: Nov. 27, 2019	Date: _____	Date: _____

CHANGE ORDER NO. 4

Tulare Union HS Science/Administration Building

Page 2 of 2

CHANGE ORDER NO. 4 SUMMARY:

4-01: ELECTRICAL SERVICE REVISION

Description of Change: It was discovered that the existing distribution panel to be used to service the new building is a 3 wire, neutral-less panel. By reconfiguring the new building lighting sub-panels from 277V to 120V, expense and delay to order a new service transformer is avoided.

Reason for Change: Value judgement for benefit of District.

Change Requested By: District.

[Increased / Decreased] Amount:..... **\$5,605.85**

TOTAL CHANGE ORDER NO. 4 AMOUNT:..... **\$ 5,605.85**

TOTAL CONTRACT TIME EXTENSION IN CHANGE ORDER NO. 4: **0 Calendar Days**

END OF CHANGE ORDER NO. 4



PCO #004

CM Construction Services, Inc.
PO Box 6237
Visalia, California 93290
Phone: (559) 735-9556
Fax: 559-735-9529

Project: CM18005 - Tulare Union High School - New Science & Admin.
Bldg.
755 E. Tulare Ave.
Tulare, California 93274

Prime Contract Potential Change Order #004: Electrical Change Due to the Wire and Panel

TO:	Tulare Joint Union High School District 426 North Blackstone Tulare, California 93274	FROM:	Meehleis Modular Building, Inc. 1303 Lodi Ave. Lodi, California 95240
PCO NUMBER/REVISION:	004 / 0	CONTRACT:	1 - TUHS - 2-Story Science/Admin. - Meehleis
REQUEST RECEIVED FROM:		CREATED BY:	Kari Rivera (CM Construction Services, Inc.)
STATUS:	Approved	CREATED DATE:	11/4/2019
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	None
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Amount Based
SCHEDULE IMPACT:	0 days	PAID IN FULL:	No
		TOTAL AMOUNT:	\$5,605.85

POTENTIAL CHANGE ORDER TITLE: Electrical Change Due to the Wire and Panel

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*

CE #000.4 - Electrical Change Due to the Wire and Panel
Electrical Change Due to the Wire and Panel

ATTACHMENTS:

Tulare UHS, COR #6, Electrical Change..pdf

#	Cost Code	Description	Type	Amount
1		Electrical Change Due to the Wire and Panel		\$5,605.85
Subtotal:				\$5,605.85
Grand Total:				\$5,605.85

Dana Stahl (Teter, LLP)
125 S. Bridge St., #150
Visalia, California 93291

Tulare Joint Union High School District
426 North Blackstone
Tulare, California 93274

Meehleis Modular Building, Inc.
1303 Lodi Ave.
Lodi, California 95240

Nov. 7, 2019

SIGNATURE

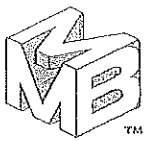
DATE

SIGNATURE

DATE

SIGNATURE

DATE



MEEHLEIS MODULAR BUILDINGS, INC. LICENSE No.

1303 EAST LODI AVENUE, LODI CA. 95240 (209) 334-4637 (209) 334-4726 Fax. CA-473488

WEBSITE: www.meehleis.com Email: pcullen@meehleis.com

NV-037887

Change Request

To: Dana Stahl
Teter
125 S. Bridge Street
Visalia, CA 93291
Ph: (559)625-5246

Number: 6
Date: 11/2/19
Job: 19719 Tulare Union High School

Description: Electrical Change

We are pleased to offer the following specifications and pricing to make the following changes:

Provide engineering solution to change from 480V-3 Phase, 4 Wire system to a 480V-3 Phase, 3 Wire system.
Review options, run calculations & update drawings. Provide new Breakers, nameplates and rewire lighting ballasts to 120V.

Work performed by us:				
Description	Labor	Quantity	Unit	Unit Price Price
PM/Superintendent				\$1,320.00
Subtotal:				\$1,320.00
Work performed by subcontractors:				
Description	Subcontractor			Price
Engineering				\$865.00
Electrical Subcontractor				\$3,338.00
Subtotal:				\$4,203.00
Subtotal:				\$5,523.00
O&P (Waived)				\$0.00
Bond				\$5,523.33 1.50 % \$82.85
Total:				\$5,605.85
If you have any questions, please contact me.				

Submitted by: Pete Cullen
Meehleis Modular Buildings Inc

Approved by: _____
Date: _____



REQUEST FOR INFORMATION

RFI# W002

Job Name: Tulare Joint Union Admin

Job# 18396

To: _____

Attn: _____

Date: 10/17/19

Information Required: yes

Priority: ☐ Urgent

☐ Expedite

☒ Normal

Subject: Existing 480 Panel 3 Wire

Category:

☐ Information not shown on contract documents

☐ Interpretation of contract requirements

☐ Conflict in contract requirements

☐ Coordination problem

Contract Drawings Ref. _____

Shop Drawings Ref. _____

Possible Cost Impact: yes

Possible Time Impact: _____

Message: During the scheduled shutdown to install the wires into the existing 480V panel it was discovered that this panel was a 3 wire panel and not a 4 wire system that the building is requiring. Please advice what is needed to establish a 4 wire system at the new building.

By: _____

Reply: Please connect the building feeder phase conductors to the existing 480V switchboard as indicated in the drawings, leaving the neutral disconnected. Cut the neutral wire as far back as is feasible at both ends. The building service voltage will be modified to be 480V, 3-phase, 3-wire.

Please note that the site lighting connection will be 120V in lieu of 277V. The site lighting submittal indicates multi-volt drivers at the site lighting fixtures. The lighting power panel will be modified by the modular building manufacturer to be 120/208V, 3-phase, 4-wire. The site lighting circuit can be installed per drawings.

CC: _____

Answered By: Evan Bastian

Date: 10/23/19

TULARE JOINT UNION HIGH SCHOOL DISTRICT**TO: MEMBERS OF THE BOARD OF TRUSTEES****APPROVE:** Request to Advertise for Roofing Project at Tulare Western High School

Background: The roofs for the kitchen, dining hall, counseling and administration building at Tulare Western High School are in need of replacement. With the help of the Garland Roofing Company, Inc., these roofs can be replaced this upcoming summer.

Current Considerations: The Administration is recommending that the Board consider for approval the submitted request to advertise. Following the bid opening on February 27, 2020, the lowest responsible bid will be submitted to the Board for approval.

Fiscal Implications: The approval of the request to advertise will cost the District the fees associated with advertising in the Tulare Advance- Register. Those fees are estimated to be approximately \$700. Funding for the publication will be paid through the District Legal Ads Fund. All other funding for this project will come from Fund 400.

This project consists of the removal of the old roofing material and the installation of the Owner supplied roofing material. The material will be purchased from The Garland Company, Inc. using CMAS (California Multiple Award Schedules). The Garland Company was the supplier through CMAS for our last roofing project. The total estimated cost of the project is \$380,000.

Tulare Joint Union High School District Board Priorities:

- *Manage Facilities and Student Growth*
- *Maintain the Fiscal Integrity of the District and Fund the Board's Priorities*
- *Maintain Safe Schools*
- *Continue to Strengthen Internal and External Communication Systems*

Tulare Joint Union High School District LCAP Goals:

3. *All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as part of a greater community.*

Therefore it is:

Recommended:

That the Board approve the
Request to Advertise for
Roofing Project at Tulare
Western High School.

SUBMITTED BY:

Tony Rodriguez
Superintendent

PREPARED BY: Daniel Pierotte, Director of Facilities

Meeting of
February 6, 2020
FOR: ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Request for Board Authority to Pursue a Public Benefits Grant from the San Joaquin Valley Air Pollution Control District

Background: In an effort to maintain a modern, reliable, future compliant vehicle pool and to reduce the costs for renting vehicles to support our district staff, we are seeking a San Joaquin Air Pollution Control District Public Benefits Grant.

Current Considerations: Our fleet pool of vehicles is in need of continuous monitoring for reliability and cost effective measures. We have a demand for numerous vehicles by the staff throughout the year that often include trips to the Los Angeles and Bay area. We want to ensure that our staff travels in late model reliable vehicles. The frequent vehicle requests have resulted in utilizing our local rental car agency to cover the demand. We are making a concerted effort to reduce the rental vehicle usage and subsequent costs, while providing modern, reliable transportation.

Fiscal Implications: The San Joaquin Air Pollution Control District Public Benefits Grant will pay \$20,000 of the total cost for the 2020 Ford Fusion Energi Hybris plug-in vehicle valued at \$30,806.98. The district will be responsible for \$10,806.98.

Tulare Joint Union High School District Board Priorities:

- *Manage Facilities and Student Growth*
- *Maintain the Fiscal Integrity of the District and Fund the Board's Priorities*
- *Maintain Safe Schools*
- *Continue to Strengthen Internal and External Communication Systems*

Tulare Joint Union High School District LCAP Goals:

3. *All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as part of a greater community.*

Therefore it is:

Recommended:

That the Board approve the Request to Pursue a Public Benefits Grant from the San Joaquin Valley Air Pollution Control District.

SUBMITTED BY:
Tony Rodriguez
Superintendent

PREPARED BY: Daniel Pierotte, Director of Facilities/Bobby Richardson, Transportation Supervisor



TULARE JOINT HIGH SCHOOL DIST
2020 PLUG IN HYB
STOCK #: 20 FUSION
SALESPERSON: BRUCE BOREN
1/22/2020 10:29 AM

This presentation is designed to provide an example of various finance options that may be available. Incentive programs, Rebates, Rates, Terms and Payments are estimates, subject to change and are impacted by individual credit history and subject to credit approval and program verification. Specific details will be provided when an alternative or alternatives are selected.

Cash Deal Structure

Market Value	35,995.00
Discount Savings	-7,629.00
Vehicle Price	28,366.00
Document Prep Fee	85.00
Tire/Battery/VTR Fee	8.75
Sales Tax	2,347.21

Due On Delivery	30,806.96

Tax: 8.25% TAX	8.25 %

On Approved Credit - APR and Payment may vary based upon Credit History, Down Payment and Lender Approval. Vehicle Price is before Taxes and/or applicable fees. Tax Profile: 8.25% Tax

All prices are plus government fees and taxes, plus any finance charges, plus any dealer documentation processing charges, plus any electronic filing charges, plus any emission charges if applicable. Document processing charge of \$85. All vehicles are subject to prior sale.

CNGP530

VEHICLE ORDER CONFIRMATION

01/22/20 13:25:50

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Dealer: F72437

2020 FUSION

Page: 1 of 1

Order No: 2051 Priority: D2 Ord FIN: QS124 Order Type: 5B Price Level: 035

Ord Code: 850A Cust/Flt Name: TJUHSD

PO Number:

RETAIL

RETAIL

P0S	FUSN PLUGIN HYB	\$37000	153	FRT LICENSE BKT	NC
YZ	OXFORD WHITE			SP DLR ACCT ADJ	
K	LEATHER HTD/CLD			SP FLT ACCT CR	
T	EBONY			FUEL CHARGE	
850A	EQUIP GRP		B4A	NET INV FLT OPT	NC
99U	.2.0L I4 HEV	NC		PRICED DORA	NC
44J	.ECVT AUTO TRANS	NC		DEST AND DELIV	995
	CA BOARD FEES	NC		TOTAL BASE AND OPTIONS	37995
	FLEET SPCL ADJ	NC		FUSION ENERGI DISCOUNT (2000)	
425	50 STATE EMISS	NC		TOTAL	35995
	ADAPTIVE CRUISE			*THIS IS NOT AN INVOICE*	
	LANE KEEPNG SYS			*TOTAL PRICE EXCLUDES COMP PR	
	BLIND SPOT DET				
794	PRICE CONCESSN				
	REMARKS TRAILER				

F1=Help

F2=Return to Order

F3/F12=Veh Ord Menu

F4=Submit

F5=Add to Library

F9=View Trailers

S099 - PRESS F4 TO SUBMIT

QC07947



Special Board Meeting

November 13, 2019

Minutes

1.0 Call to Order

Board President Laura Fonseca called the Special Meeting of the Tulare Joint Union High School District Board of Trustees to order at 6:05 p.m. on Wednesday, November 13, 2019, at the Tulare Joint Union High School District Office.

Members Present: Frank Fernandes, Laura Fonseca, Craig Hamilton, Cathy Mederos, Kelley Nicholson

Administrators Present:

Tony Rodriguez, Superintendent
Lucy Van Scyoc, Ed.D., Assistant Superintendent of Curriculum, Technology, and Assessment
Tammy Aldaco, Assistant Superintendent, Student Services and Special Programs
Jason Edwards, Director, Special Education
Michele Borges, Principal, Mission Oak High School
Dereck Domingues, Principal, Sierra Vista Charter High School
Steve Ramirez, Principal, Tech Prep High School & Countryside High School
Larriann Torrez, Ed.D., Director, Tulare Adult School
Dan Dutto, Director of Agriculture Programs

Administrators Absent:

Barbara Orisio, Assistant Superintendent, Human Resources and Business
Michelle Nunley, Ed.D., Principal, Tulare Union High School
Kevin Covert, Principal, Tulare Western High School
Wendi Powell, Principal, Accelerated Charter High School

Others Present:

Vivian Hamilton, Business Manager
Daniel Pierotte, Director of Facilities
Tracey Domingues, Stenographer

Others Absent: Donny Trimm, Director of Technology

2.0 Adopt Agenda

On a motion by Kelley Nicholson and second by Frank Fernandes, the Board approved the agenda by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

3.0 Pledge of Allegiance

Board President Laura Fonseca led the Pledge of Allegiance

4.0 Community Relations

4.1 Citizen Comments

Board President Laura Fonseca requested those who wish to address a matter on the agenda to do so at this time. There were no citizen comments.

5.0 Information Items

5.1 SchoolWorks, Inc. Facilities Master Plan Update Study Session

Tony Rodriguez gave the Board a brief overview of the purpose of the meeting. In 2012, Teter Partnership (TTP) completed a Master Plan for the District. The plan had not been updated since that time and needed to be updated. On July 18, 2019, the District approved SchoolWorks, Inc. to update the current Facilities Master Plan. (FMP).

SchoolWorks, Inc. has completed the Facilities Master Plan update. Mr. Rodriguez introduced Ken Reynolds, President and Brett Merrick, Vice-President of SchoolWorks, Inc. who presented the updated plan to the Board. The plan provides an updated framework for the District's school facilities improvement program over the next five to ten years and help establish goals and guidelines to ensure the District's school facilities and financial planning are able to accommodate and support its current and future programs.

The presentation included the following topics:

Executive Summary

About Tulare Joint Union High School District
The City of Tulare
Scope of Work
Findings and Observations
Funding Profile

Funding Sources

Funding Facilities Sources
State Modernization
State Hardship
New Construction Developer Fees
General Obligation Bond
Certificates of Participation
Other Funding Options
Modernization Eligibility Analysis

The Tulare Joint Union High School District has more facilities improvement needs than available funding. The Facilities Planning Assessment (FPA) has identified a total of \$ 94,901,092 in facilities improvement projects. This includes \$24,333,842 for modernization and improvement of existing facilities, and \$70,567,250 in potential new facilities projects.

Demographics

District Map
Enrollment Projections Methodology
Enrollment History and Projection
Cohort Analysis
Future New Housing Development
Yield Rates

School Assessments

Enrollment Projections
Existing Conditions
Site Map
Building Inventory
Facilities Assessment Report
Master Plan Projects
Master Plan Site Summary

School Sites: Tulare Union High School, Tulare Western High School, Mission Oak High School, Tech Prep/Countryside High School, Sierra Vista Charter High School, Accelerated Charter High School, Tulare Adult School, and Tulare FFA Farm.

The Board held a discussion on Projects by Site, District Priorities, Student Equity, an Implementation Plan, Master Plan Modernization, and Project Details and Cost Estimates. The Boundary Study will dictate what projects are moved to the top of the list based on growth at each site.

Mr. Reynolds and Mr. Merrick responded to questions from the Board.

Tony Rodriguez recommends the Board review the Facilities Master Plan as well as the District Priorities, and continue discussion at the December 19, 2019 Board meeting or perhaps schedule a Special Board Meeting. Feedback from the Board will help SchoolWorks, Inc. identify which projects are most important. The boundary study will also have a direct impact on projects.

5.2 Resolution #2020-05 Opposing the Proposed Ordinance by City of Tulare to Legalize the Retail Sale of Recreational Marijuana

The State of California has passed new laws that have allowed the recreational use of marijuana in the State of California. Currently, the City of Tulare, California, is considering an ordinance legalizing the retail sale of marijuana within the City of Tulare.

The Tulare Joint Union High School District is bringing forth a resolution for the Board to approve that opposes the approval of an ordinance by the City of Tulare to legalize the retail sale of marijuana within the City of Tulare. The district is committed to the well-being of all students that are enrolled in the district and considers any legalization of retail sale as a danger to increased access to marijuana by students.

The resolution was presented to the Board for their review. A discussion was held if a resolution is the best way to communicate with the City of Tulare regarding the ordinance. This item will move forward to action at the November 21, 2019 meeting.

Any Other Business

The Board received good news:

Of the AVID seniors in the Tulare Joint Union High School District, 98% submitted a FAFSA or state financial aid form; 97% applied to a four-year university; and 92% were accepted to a four-year university.

Congratulations to the Mission Oak Girls Tennis team and the Tulare Western High School Boys Water Polo team for winning a Valley Championship.

6.0 Adjourn to Closed Session

The regular meeting adjourned at 7:45 p.m. and was followed by a closed session.

Reconvene in Regular Session

Following the closed session, the special meeting was reconvened.

7.0 **Adjournment**

No action was taken and the meeting was at adjourned at 7:53 p.m.

Board Stenographer

Secretary to Board of Trustees



Regular Meeting of the Board of Trustees

January 16, 2020

Minutes

1.0 Call to Order

Board President Cathy Mederos called the regular meeting of the Tulare Joint Union High School District Board of Trustees to order at 6:08 p.m. on Thursday, January 16, 2020, at the Tulare Joint Union High School District Office.

Members Present: Laura Fonseca, Craig Hamilton, Cathy Mederos, Kelley Nicholson

Members Absent: Frank Fernandes (arrived at 6:15 p.m.)

1.2 Adopt Agenda

On a motion by Craig Hamilton and second by Kelley Nicholson, the Board approved the agenda by the following 5-0 vote:

Ayes: Fonseca, Hamilton, Mederos, Nicholson

Noes: None **Absent:** Fernandes

2.0 Adjourn to Closed Session

3.0 Regular Session at 7:08 p.m.

Members Present: Frank Fernandes, Laura Fonseca, Craig Hamilton, Cathy Mederos, Kelley Nicholson

Members Absent: None

Administrators Present:

Tony Rodriguez, Superintendent

Barbara Orisio, Assistant Superintendent, Human Resources and Business

Tammy Aldaco, Assistant Superintendent, Student Services and Special Programs

Lucy Van Scyoc, Ed.D., Assistant Superintendent of Curriculum, Technology, and Assessment

Jason Edwards, Director, Special Education

Michelle Nunley, Ed.D., Principal, Tulare Union High School

Michele Borges, Principal, Mission Oak High School

Kevin Covert, Principal, Tulare Western High School

Dereck Domingues, Principal, Sierra Vista Charter High School

Steve Ramirez, Principal, Tech Prep High School & Countryside High School

Larriann Torrez, Ed.D., Director, Tulare Adult School

Dan Dutto, Director of Agriculture Programs

Administrators Absent: Wendi Powell, Principal, Accelerated Charter High School

Others Present:

Vivian Hamilton, Business Manager

Daniel Pierotte, Director of Facilities
Donny Trimm, Director of Technology
Tracey Domingues, Board Stenographer

3.1 **Pledge of Allegiance**

Board President, Cathy Mederos, led the Pledge of Allegiance.

4.0 **Students**

4.1 **Student Board Awards**

Alexys Nuno, representing Tulare Union High School, reported on Virgil's Wedding play performed by Advanced Drama, 2nd Annual Posada hosted by MECHA, Academics, Toys for Tots for the Tulare Police Department, Union Days, Annual Lip Sync, on February 28, Athletics, and Bear Nunley won his tough matches in the Buchanan Wrestling tournament.

Lainey Flores, representing Tulare Western High School, reported on Athletics, After School XL program offers Folklore dance, and Mock Trial will have two competitions next week.

Elizabeth Ramirez, representing Mission Oak High School, reported on ABC 30 news recognized Harvesting Hope for their volunteer work, Toys for Tots Spirit Week, a new habit starting this new year of silent reading for 20 minutes in homework lab, Mission Oak Clothes Closet.

Karolyn Healon, representing Countryside High School, was unable to attend the meeting. Her report was distributed to the Board members for their information.

Alizae Humphrey representing Sierra Vista Charter High School reported on students are adjusting to their new schedules, February is Teen Dating Violence Awareness month, students will participate in activities and attend presentations, Fall sports ended and basketball season is starting on January 30, PBIS STRONG raffles have started and students are being rewarded for their positive behavior.

Mrs. Mederos thanked the students for their reports. The Board enjoys hearing what our students are doing in the community.

5.0 **Community Relations**

5.1 **Citizen Comments**

Board President Cathy Mederos requested those who wish to address a matter on the agenda to do so at this time. There were no Citizen Comments.

6.0 **Reports by CTA/CSEA**

There were no comments from CTA. There were no comments from CSEA.

7.0 **Correspondence/Presentations**

7.1 Recognition of Mission Oak High School Girls Tennis Valley Champions

Michele Borges, Principal, Mission Oak High School, thanked the Board of Trustees and Administration for the opportunity to recognize the school's history making Girl's Tennis team. Mrs. Borges introduced Doug Jones the team's head coach. Mr. Jones thanked the Board for their support and introduced his assistant coach, Shelby Buchanan, Science Teacher, and Emily Hurtado, a Mission Oak High School alumnus. Mr. Jones had the honor of presenting the team to the Board.

Cathy Mederos, spoke on behalf of the Board and Administration, thanking Doug Jones for his time and efforts of being a coach. Mrs. Mederos congratulated the girls on earning a Valley Championship. The Board was excited and proud to hear about their accomplishment.

The Board took a brief recess to congratulate the Girl's Tennis team.

8.0 Information Items

8.1 Boundary Study Information

Ken Reynolds was unable to attend the meeting. Tony Rodriguez presented the new option, Plan G, to the Board. Mr. Rodriguez recommended a special board meeting dedicated to a boundary study. It was the consensus of the Board to hold a Boundary Study Session on Tuesday, February 4, 2020 at 6:00 p.m.

Laura Fonseca asked Mr. Rodriguez to inform Ken Reynolds about a request from Woodside Homes to subdivide approximately 755 acres into a single plan family residential subdivision in Tulare. The proposed project is located on the west side of Morrison St. between Tulare Avenue and the Seminole Avenue alignment. The city will be holding a public hearing to reclassify this property as housing. This is in the Mission Oak High School area. Mr. Rodriguez will share this information with Ken Reynolds and report to the Board.

8.2 Report on California School Dashboard for Tulare Joint Union High School District

Lucy Van Scyoc provided an update on the California School Dashboards. She reviewed the state indicators and how the District rated with the indicators. The Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. The Board thanked Mrs. Van Scyoc for the information provided.

8.3 2020 Summer School Proposal

Lucy Van Scyoc informed the Board that the District would like to offer summer school again this year and for it to be held at Mission Oak High School from June 11, 2020 through July 9, 2020. The school day will be from 7:30 a.m. to 3:00 p.m. The summer program will provide credit recovery courses, adult school classes, the health occupations courses, and provide incoming freshmen an opportunity to prepare for high school through the freshman academy. A list of course offerings along with a copy of the estimated Income and Expenditures for the 2020 Summer School was provided to the Board for their review. The estimate cost for the 2020 summer school program is \$659,534. The district would also like to continue with a Dean of Students. The district is recommending approval to offer the 2020 summer school.

8.4 District Safety Plans for 2019-2020

Tammy Aldaco informed the Board each year, schools are required to update their School Site Safety Plans. An integral part of each safe school plan is the crises preparedness and response component. Mrs. Aldaco presented the District Safety Plans to the Board for their review.

Cathy Mederos appreciates all the work that goes into updating the plans.

8.5 Schoolwide Plans for Countryside, Sierra Vista Charter and Accelerated Charter High School

Tammy Aldaco presented the Board with the Schoolwide Plans for Countryside, Sierra Vista Charter and Accelerated Charter High School for their review. The Schoolwide Plan will allow the use of federal funds schoolwide versus the use of the funds for only targeted students.

8.6 2019-2020 Budget to Actual Comparison Report

Vivian Hamilton informed the Board that Board Policy 3460 requires that the Board oversee the district's financial condition and continually evaluate whether the district's budget and financial operations support the district's goals for student achievement. The policy states that the Board shall regularly communicate the district's financial position to the public.

The administration has prepared a comparison report showing actual income and expenditures to budget for the quarter ending December 31, 2019. Mrs. Hamilton stated the percentage of budget received and expended is in line with what is expected through this period. The Board can expect to receive projected budget information several more times this year according to Mrs. Hamilton.

8.7 Update to Procurement Procedures for Food Services

Vivian Hamilton informed the Board the administration is requesting to update the current procurement procedures found in Board Policy 3551, which pertain to Food Service Operations and the Cafeteria Fund, subsection Procurement of Foods, Equipment, and Supplies.

The procurement procedures provided to the Board for review are recommended by California Department of Education to ensure compliance and will be reviewed as part of the district's Administrative Review (every three years) and Procurement Review (every six years). Mrs. Hamilton commended Janet Stephens, Director of Food Services, for a good job, she does monitoring the procurement procedures for the District.

8.8 Technology Update Report

Donny Trimm updated the Board on the status of the Cyber Attack. The District continues to work with Kroll on the forensic investigation of the attack. Mr. Trimm will be reviewing our policy and procedures over the next few months and revise accordingly to reduce the risk of future attacks. Tony Rodriguez and Lucy Van Scyoc informed the Board that Kroll was extremely impressed with how quick our technology team reacted to the cyber attack. Kudos to Mr. Trimm and his team. The Board thanked the technology department for their hard work and extra efforts and they look forward to more updates.

8.9 Facilities, Transportation and Project Update Report

The Board received the Facilities and Transportation update as well as the Project Update report on the 2-Story Building at Tulare Union High School for their review. Danny Pierotte informed the Board that CM Construction Services is currently working on the storm drain issues and will be advising the District very soon as to the next steps to resolving this issue. The Site Contractor is currently setting forms and preparing to pour curbs for the sidewalk and planters in the front of the parking area. A brief discussion was held about the remaining landscaping being completed by district staff. Mr. Pierotte will have more information to share on the timeline to occupy the building at the next Board meeting.

Danny Pierotte gave the Board a brief update on the road at the High School Farm. The road was installed per design but there is still standing water. Mr. Pierotte will share solutions with the Board when it becomes available. Mr. Pierotte responded to questions from the Board.

9.0 ACTION ITEMS

9.4 Audit Report for the Year Ending June 30, 2019

**The Board moved item 9.4 as the first action item to be respectful of the CPA's time.*

Brenda Daddino, CPA, M. Green & Company, thanked the Board for allowing her to present, and thanked the District Administration for their assistance and cooperation during the fieldwork portion of the audit. Ms. Daddino preceded with the presentation of the audit report.

The last section of the audit report is the Findings and Recommendations. Ms. Daddino reported the District had four findings. The district has taken corrective action. In the previous year, the district had one finding that has been partially implemented. Lastly, Ms. Daddino reviewed the Letter to Management, in which the auditors make recommendations or suggestions for additional improvements. She responded to questions from the Board.

On a motion by Laura Fonseca, and second by Kelley Nicholson, the Board voted to approve the Audit Report for the Year Ending June 30, 2019 by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.1 Quarterly Board Policy Revisions

On a motion by Frank Fernandes and second by Craig Hamilton, the Board voted to approve the Quarterly Board Policy Revisions by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.2 Approve Renewal of Superintendent's Contract for School Year 2020-2021

This is a one-year contract for a term of July 1, 2020 through June 30, 2021 for Tony Rodriguez to continue to serve as Superintendent of the Tulare Joint Union High School District based on a satisfactory evaluation at the end of the 2019-2020 school year.

On a motion by Craig Hamilton, and second by Frank Fernandes, the Board voted to approve the Renewal of Superintendent's Contract for School Year 2020-2021 by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.3 Disposal of Surplus or Obsolete Property (*Novels*)

On a motion by Craig Hamilton, and second by Frank Fernandes, the Board voted to approve Disposal of Surplus or Obsolete Property (*Novels*) by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.5 Budget Revisions for Fiscal Year 2019-2020

On a motion by Laura Fonseca, and second by Kelley Nicholson, the Board voted to approve the Budget Revisions for the Fiscal Year 2019-2020 by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.6 Formula Allocations for the Proposed 2020-2021 Budget

On a motion by Laura Fonseca, and second by Kelley Nicholson, the Board voted to approve Formula Allocations for the Proposed 2020-2021 Budget by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.7 Agreement between Matt Upton and Tulare Joint Union High School District

On a motion by Kelley Nicholson, and second by Frank Fernandes, the Board voted to approve the Agreement between Matt Upton and Tulare Joint Union High School District by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.8 Authorization to Sell/Dispose of Surplus Equipment (*GMC Van*)

On a motion by Laura Fonseca, and second by Frank Fernandes, the Board voted to approve Authorization to Sell/Dispose of Surplus Equipment (*GMC Van*) by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.8 Authorization to Sell/Dispose of Surplus Equipment (*GMC Van*)

On a motion by Laura Fonseca, and second by Frank Fernandes, the Board voted to approve Authorization to Sell/Dispose of Surplus Equipment (*GMC Van*) by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.9 Authorization to Sell/Dispose of Surplus Property (*Flatbed Truck*)

On a motion by Craig Hamilton, and second by Frank Fernandes, the Board voted to approve Authorization to Sell/Dispose of Surplus Property (*Flatbed Truck*) by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.10 Change Order No. 4 for Romanazzi General Engineering for the New Science Classrooms and Administration Building for the Tulare Union High School Project

The Board held a brief discussion on the additional costs imposed on the District due to the Change Order. The Board had questions only CM Construction could answer. Tony Rodriguez will contact CM Construction for further clarification and report to the Board.

On a motion by Laura Fonseca, and second by Frank Fernandes, the Board voted to approve Change Order No. 4 for Romanazzi General Engineering for the New Science Classrooms and Administration Building for the Tulare Union High School Project by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.11 Teter, LLP Contract Amendment 10 for the Tulare High School Ag Farm Project

On a motion by Frank Fernandes, and second by Kelley Nicholson, the Board voted to approve the Teter, LLP Contract Amendment 10 for the Tulare High School Ag Farm Project by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.12 New Sign for Tulare High School Ag Farm

On a motion by Frank Fernandes, and second by Laura Fonseca, the Board voted to approve a New Sign for Tulare High School Ag Farm by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

9.13 Implement the National External Diploma Program at Tulare Adult School

On a motion by Kelley Nicholson, and second by Craig Hamilton, the Board voted to approve Implement the National External Diploma Program at Tulare Adult School by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

10.0 CONSENT CALENDAR

On a motion by Frank Fernandes, and second by Laura Fonseca, the Board voted to approve the Consent Calendar by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

- 10.1 Minutes of Special Board Meetings held on December 2, 2019 and December 16, 2019, and Regular Board Meeting held on December 19, 2019
- 10.2 Expenditures (Purchase Orders, Payment Vouchers, etc.)
- 10.3 Travel Request for the Tulare Joint Union High School District FFA to attend the FFA Ag Technology Field Day in Arbuckle, CA from January 31 – February 2, 2020 [Aldaco]
- 10.4 Agreement with Trilogy Medwaste
- 10.5 Agreement with Pacific Crest Actuaries, LLC to Perform an Actuarial Study Regarding GASB 75
- 10.6 Donation to Tulare High School FFA Club from Brett and Kimberly Lew
- 10.7 Donation to Tulare High School Farm SAE Project from Land O Lakes Foundation
- 10.8 Approve Donation to Mission Oak High School ASB Girls Basketball Club from Saputo Dairy
- 10.9 Donation to Mission Oak High School ASB Mock Trial Club from Sheryl Jones
- 10.10 Donation to Mission Oak High School ASB Senior Class Club from Kiwanis Club of Tulare
- 10.11 Donation to Mission Oak High School ASB Wrestling Club from Elks Tulare Lodge
- 10.12 Donation to Tulare Union High School ASB Pep Squad Club from Mindy Tripp
- 10.13 Donation to Tulare Union High School ASB SOPAS Club from Multiple Donors
- 10.14 Donation to Tulare Western High School Home Economics Program from Wonderful Giving
- 10.15 Donation to Tulare Western High School ASB Pre-Med Club from CAL HOSA
- 10.16 Donation to Tulare Western High School ASB Boys Tennis Club from Elizabeth Pires
- 10.17 Letter to City of Tulare Requesting One Year Extension of Lease Agreement for the Use and Maintenance of Live Oak Baseball Fields and Related Facilities

On behalf of the Board, Cathy Mederos thanked the donors for the generous donations.

11.0 Review 12-Month Board Calendar

The Board received the 12-Month Board calendar.

12.0 Any Other Business

The Annual School Board Appreciation Dinner hosted by the Tulare-Kings Service Center Council CTA/NEA is February 20, 2020. This is a regular board meeting night for our district. Because there is a conflict with our board meeting, the local CTA would like to honor our board members at a dinner on Tuesday, February 18, 2020 at La Piazza restaurant in Tulare.

13.0 Adjourn to Closed Session

14.0 Reconvene in Regular Session

Board President, Cathy Mederos, reported out the following information from closed session.

15.0 Personnel Report

On a motion by Laura Fonseca and second by Kelley Nicholson, the Board voted to approve the regular personnel report by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

1. Approve retirement of **Rodney Enns** as Math Teacher, at Mission Oak High School, effective June 4, 2020.
2. Approve employment of **Linda Casares** as Food Services Utility Worker, at Tulare Western High School, effective February 4, 2020.
3. Accept resignation of **Sergio Mata** as Bus Driver, at Tulare Joint Union High School District Office, effective February 10, 2020.
4. Accept retirement of **Donna Borba** as Health services Aide/LVN, at Mission Oak High School Districtwide, effective January 24, 2020.
5. Accept retirement of **Phyllis Allen**, as Counseling Aide, at Tulare Union High School, effective January 15, 2020.
6. Approve transfer of **Jacquelyn Gamez** as Computer Lab Aide, at Tulare Adult School, effective February 1, 2020.
7. Approve **Extra Duty Assignments** as presented District Wide, effective January 13, 2020.

16.0 Student Matters

On a motion by Laura Fonseca and second by Frank Fernandes, the Board voted to approve one Intra District transfer request for a student to attend a school outside of their attendance area for the 2019-2020 school year per district policy 5116.1, by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Nicholson, Mederos
Noes: None Absent: None

On a motion by Laura Fonseca and second by Craig Hamilton, the Board voted to approve as recommended two Inter-district transfer requests for students to attend a school inside of the Tulare Joint Union High School District attendance area while living outside the Tulare Joint Union High School District attendance area for the 2019-2020 school year, per district policy 5117, by the following vote:

Ayes: Mederos, Nicholson, Fonseca, Fernandes, Hamilton
Noes: None Absent: None

On a motion by Laura Fonseca and second by Frank Fernandes, the Board voted to approve the request from student TU102605-1920 to be readmitted to the Tulare Joint Union High School District following his expulsion and to permit the student to attend Tulare Union High School by the following vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson
Noes: None Absent: None

17.0 Adjournment

The regular meeting adjourned at 9:37 p.m.

Board Stenographer

Secretary to the Board of Trustees



Special Board Meeting

January 21, 2020

Minutes

1.0 Call to Order

Board President Cathy Mederos called the Special Meeting of the Tulare Joint Union High School District Board of Trustees to order at 6:05 p.m. on Tuesday, January 21, 2020, at the Tulare Joint Union High School District Office.

Members Present: Frank Fernandes, Laura Fonseca, Craig Hamilton, Cathy Mederos, Kelley Nicholson

1.1 Adopt Agenda

On a motion by Laura Fonseca and second by Kelley Nicholson, the Board approved the agenda by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None **Absent:** None

2.0 Adjourn to Closed Session

3.0 Regular Session at 6:41 pm

Members Present: Frank Fernandes, Laura Fonseca, Craig Hamilton, Cathy Mederos, Kelley Nicholson

Administrators Present:

Tony Rodriguez, Superintendent

Barbara Orisio, Assistant Superintendent, Human Resources and Business

Lucy Van Scyoc, Ed.D., Assistant Superintendent of Curriculum, Technology, and Assessment

Tammy Aldaco, Assistant Superintendent, Student Services and Special Programs

Others Present:

Vivian Hamilton, Business Manager

Daniel Pierotte, Director of Facilities

Donny Trimm, Director of Technology

Ken Reynolds, President, SchoolWorks, Inc.

Jennifer O'Donohoe, Science Teacher, Tulare Western High School

3.1 Pledge of Allegiance

Board President Cathy Mederos led the Pledge of Allegiance

3.2 Citizen Comments

Board President Cathy Mederos requested those who wish to address a matter on the agenda to do so at this time. There were no citizen comments

4.0 Information Items

4.1 SchoolWorks, Inc. Facilities Master Plan Update Study Session

Tony Rodriguez gave the Board a brief overview of the purpose of the meeting. The District has reviewed the updated Masterplan from SchoolWorks, Inc. and has separated the projects into different levels of priorities - First Priority, Second Priority, In-House Project, and Want.

The District reviewed these priorities with the Board and discussed funding. Mr. Rodriguez presented the Facility Master Plan 2019 – Project Analysis, by site, that included these “1st Priority” projects, but was not limited to the following information:

Mission Oak High School:

Swimming Pool Facility : Estimated Project Budget: \$7,150,000

All Weather Track: Estimated Project Budget: \$1,200,000

Restroom/Concession for Athletic Fields: Estimated Project Budget: \$320,000

Tulare Union High School:

Baseball/Soccer fields next to TU Softball Fields/HS Farm: Estimated Project Budget: \$1,820,000

Pool – Replaster Pool: Estimated Project Budget: \$325,000

Upgrade Fire Alarm Low-Voltage Wiring: Estimated Project Budget: \$117,000

A brief discussion was held on maintaining the athletic facilities (track, pool, and turf) at Tulare Union and developing a plan to budget for those projects.

Tulare Western High School:

Modernize Science Classrooms (x7): Estimated Project Budget: \$936,000 (only 3 classrooms eligible for Modernization funding)

Pool – Replace or Resurface Pool Deck: Estimated Project Budget: \$234,000

ASB – Replace Portable Classroom: Estimated Project Budget: \$200,000

Tech Prep/Countryside High School:

Install Bird Netting Under Eaves of Classroom Wings and Counseling Building: Estimated Project Budget: \$24,440 (need to address a pigeon epidemic by installing physical barriers)

Accelerated Charter High School:

Add Natural Turf to Empty Lot: Estimated Project Budget: \$600,000

Seal and Stripe All Asphalt /(Not on FMP List): Estimated Project Budget: \$250,000

Add Fire Alarm to Shop Classroom: Estimated Project Budget: \$19,500

Add School Name to Building: Estimated Project Budget: \$4,550

Sierra Vista Charter High School:

Add Fire Alarm System: Estimated Project Budget: \$117,000

Tulare Adult School:

Main Campus: Replace Damaged Concrete/(Path of Travel Issues): Estimated Project Budget: \$150,000

Main Campus: Update Fire Alarm Main Panel: Estimated Project Budget: \$50,000

K Street Campus: Replace Tile Flooring in Culinary Arts Kitchen and Entry to Nurse Lecture Room: Estimated Project Budget: \$40,000

Ag Farm

Repave Access Road Off of Bardsley: Estimated Project Budget: \$540,800 (Second Priority)

A brief discussion was held about the Welding shop at the Ag Farm. The description of work on the Project Analysis states Building A: Convert Welding shop classroom to a Farm Maintenance Facility. Tony Rodriguez will discuss Ag Farm Phase 2 (Project is to modernize existing classrooms) with Dan Dutto.

The Facilities Planning Assessment (FPA) has identified an approximate total of \$ 95,115,612 in facilities improvement projects. The Tulare Joint Union High School District has more facilities improvement needs than available funding.

Tony Rodriguez introduced Ken Reynolds from SchoolWorks, Inc. who provided information to the Board on the updated Facilities Master Plan and possible funding sources for these projects. Mr. Reynolds presented a power point presentation on the following:

Scope of the Facilities Master Plan:

- Demographics
- Capacity
- Needs Assessment
- Future Facilities Needs/Costs
- Funding Sources
 - State Modernization Funds;
 - State New Construction Funds;
 - CTE Facility Grant;
 - State Funding Reimbursements;
 - Fund 25 Balance;
 - Developer Fee Revenues;
 - Fund 40 Balance;
 - Deferred Maintenance Funds;
 - Future Local Bond; Proposition 13 would authorize \$15 billion in bonds for school and college facilities in California, including \$9 billion for preschool and K-12 schools. The state government would use the bond revenue to provide matching funds to school districts.
- and, a Sample Implementation Plan

The District has a number of needs especially in modernization because the facilities are older. Mr. Reynolds informed the Board that modernization projects have an opportunity to receive state funding. The District needs sizeable projects in order to qualify. We cannot move forward if the District does not have the funds to complete the projects.

The Board discussed the projects, district priorities, master plan modernization, project details and cost estimates. Mr. Reynolds responded to questions from the Board.

Mr. Reynolds reminded the Board the boundary study would also have a direct impact on projects. He advised the Board to keep the boundary study in mind when reviewing funding sources and prioritizing projects. Input from the Board helps SchoolWorks, Inc. identify which projects are most important and allows Mr. Reynolds to develop a plan best suited to the District's needs.

Cathy Mederos appreciates the work the District has done highlighting what projects are important to address as far as safety and modernization is concerned. Those projects need to be at the top of the list. The Board also thanked Mr. Reynolds for his presentation. Tony Rodriguez will email an electronic copy of the Facilities Masterplan Update to each Board member.

There is an overwhelming amount of information to process. Tony Rodriguez recommends the Board take time to consider the information presented to them and continue this discussion at the second board meeting in February. Mr. Rodriguez reported he would continue to meet with Danny Pierotte and Vivian Hamilton on a regular basis to review the project analysis list. Mr. Rodriguez will also meet with Ken Reynolds to review project dollar amounts.

Action Item

5.0 Revised First Interim Financial Report for 2019-2020

- 5.1 Vivian Hamilton informed the Board the First Interim Financial Report for 2019-2020 approved at the November 21, 2019 Board meeting, contained errors in the revenue sections of the District's multi-year projections. The Tulare County Office of Education is requiring that the revised report be presented to the board for approval. In addition, there have been two sets of budget revisions presented to the Board that also affect the 2019-2020 budget that was presented in November. The deficit has grown from \$3,890,448 at budget adoption to \$5,211,179. Based upon the current projections, the District will meet its financial obligations for the current fiscal year and subsequent two fiscal years. Vivian Hamilton responded to questions from the Board.

It was moved by Laura Fonseca, seconded by Kelley Nicholson, to approve the Revised First Interim Financial Report for 2019-2020 by the following 5-0 vote:

Ayes: Fernandes, Fonseca, Hamilton, Mederos, Nicholson

Noes: None Absent: None

Other Business

Tony Rodriguez suggested the Board schedule a Boundary Study Session to review the boundary options developed by SchoolWorks. The Board set a date for a Special Board Meeting on Tuesday, February 4, 2020, at 6:00 pm in the Staff Development Room at the Tulare Joint Union High School District Office.

Adjourn to Closed Session

- 6.0 The regular meeting adjourned at 8:59 p.m. and was followed by a closed session.

Reconvene in Regular Session

Following the closed session, the special meeting was reconvened.

Adjournment

- 7.0 No action was taken and the meeting was adjourned at 9:32 p.m.

Board Stenographer

Secretary to Board of Trustees

Meeting of
February 6, 2020
FOR: ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Expenditure Report

Background: Education Code Section 42631 requires that all payments from the funds of a school district shall be made by written order of the governing board of the district.

Current Considerations: The expenditures are for the accounts payable runs on January 9, 2020 and January 16, 2020. **Per the Board's request, an additional Accounts Payable report is included for review which provides specific account codes. Included in your board packet is a legend to help identify the Object, Site, and Type codes.** Below is an example of the account string.

Fund	Resource	Year	Goal	Function	Object	Site	Type	Manager
010	30100	0	11000	10000	43000	368	0000	00

Fiscal Implications: These expenditures total \$1,654,732.05. A summary by fund is attached.

Tulare Joint Union High School District Board Priorities:

- *Maintain the Fiscal Integrity of the District and Fund the Board Priorities*

Therefore it is:

Recommended:

That the Board approve the
Expenditure Report.

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mrs. Vivian Hamilton, Business Manager

Tulare Joint Union High School District

Summary Sheet for January 9, 2020 and January 16, 2020

Fund	Fund Number	\$ Amount
General Fund	Fund 010	\$402,762.21
Adult Education Fund	Fund 110	\$44,684.74
Cafeteria Fund	Fund 130	\$47,816.32
Developer Fees	Fund 251	\$149,493.38
Special Reserve Fund No. 2	Fund 400	\$56,069.46
Farm Enterprise Fund	Fund 631	\$16,453.72
Common Revolving Fund	Fund 660	\$0.00
Self-Insurance Property/Liability	Fund 671	\$99,409.10
Self-Insurance Health & Welfare	Fund 672	\$813,753.05
Student Body Fund	Fund 950	\$24,290.07

Total District \$1,654,732.05

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Vendor	Resource Title	Amount	Purchase Order
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
TULARE ADVANCE REGISTER INC	Unrestricted Resources	\$207.06	0
MORRIS LEVIN & SON INC	Agricultural Vocational Education	\$145.17	0
	Total Amount For Pay Vouchers:	\$352.23	
	Total Amount for Object 430000:	\$352.23	
	Total Amount for Fund 0100:	\$352.23	
Fund: 6310			
430000 Materials and Supplies			
Pay Vouchers			
MORRIS LEVIN & SON INC	Other Restricted Local	\$93.89	0
	Total Amount For Pay Vouchers:	\$93.89	
	Total Amount for Object 430000:	\$93.89	
	Total Amount for Fund 6310:	\$93.89	
Fund: 4000			
617000 Land Improvements			
Pay Vouchers			
MORRIS LEVIN & SON INC	Capital/Building Project #1	\$51.66	0
	Total Amount For Pay Vouchers:	\$51.66	
	Total Amount for Object 617000:	\$51.66	
	Total Amount for Fund 4000:	\$51.66	
Fund: 6310			
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			

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Vendor	Resource Title	Amount	Purchase Order
MORRIS LEVIN & SON INC	Other Restricted Local	\$910.73	0
	Total Amount For Pay Vouchers:	\$910.73	
	Total Amount for Object 560000:	\$910.73	
	Total Amount for Fund 6310:	\$910.73	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
MORRIS LEVIN & SON INC	Unrestricted Resources	\$411.78	200,195
	Total Amount For Pay Vouchers:	\$411.78	
	Total Amount for Object 430000:	\$411.78	
	Total Amount for Fund 0100:	\$411.78	
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers			
MORRIS LEVIN & SON INC	Adult Education Block Grant Program, Assembly I	\$77.45	200,079
	Total Amount For Pay Vouchers:	\$77.45	
	Total Amount for Object 430000:	\$77.45	
	Total Amount for Fund 1100:	\$77.45	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
MORRIS LEVIN & SON INC	Unrestricted Resources	\$44.72	200,461
PHelps INC , C.P.	Unrestricted Resources	\$173.89	0
QUINN COMPANY INC	Unrestricted Resources	\$901.28	200,186
	Total Amount For Pay Vouchers:	\$1,119.89	

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Vendor	Resource Title	Amount	Purchase Order
Credit Memos QUINN COMPANY INC	Unrestricted Resources	(\$226.69)	200,186
Total Amount For Credit Memos:		(\$226.69)	
Total Amount for Object 430000:		\$893.20	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers QUINN COMPANY INC	Unrestricted Resources	\$6,686.80	0
GIOTTOS ALARM TECH	Medi-Cal MAA Billing Option #1	\$193.90	0
Total Amount For Pay Vouchers:		\$6,880.70	
Total Amount for Object 560000:		\$6,880.70	
Total Amount for Fund 0100:		\$7,773.90	
Fund: 4000			
620000 Buildings and Improvement of Buildings			
Pay Vouchers GIOTTOS ALARM TECH	Capital/Building Project #1	\$6,153.87	0
Total Amount For Pay Vouchers:		\$6,153.87	
Total Amount for Object 620000:		\$6,153.87	
Total Amount for Fund 4000:		\$6,153.87	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers VIP PIZZA	Medi-Cal MAA Billing Option #1	\$44.69	0
THARP INC, E. M.	Unrestricted Resources	\$4,879.03	200,091
Total Amount For Pay Vouchers:		\$4,923.72	
Total Amount for Object 430000:		\$4,923.72	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Fund 0100:		\$4,923.72	
Fund: 1300			
470000 Food			
Pay Vouchers			
PEPSI COLA COMPANY LLC	Child Nutrition - School Programs	\$816.51	200,289
Total Amount For Pay Vouchers:		\$816.51	
Total Amount for Object 470000:		\$816.51	
Total Amount for Fund 1300:		\$816.51	
Fund: 6310			
430000 Materials and Supplies			
Pay Vouchers			
HEISKELL AND CO INC, J.D.	Other Restricted Local	\$11,210.09	200,381
Total Amount For Pay Vouchers:		\$11,210.09	
Total Amount for Object 430000:		\$11,210.09	
Total Amount for Fund 6310:		\$11,210.09	
Fund: 0100			
440000 Non-Capitalized Equipment			
Pay Vouchers			
CA OFFICE LIQUIDATORS INC	Unrestricted Resources	\$3,448.85	200,262
Total Amount For Pay Vouchers:		\$3,448.85	
Total Amount for Object 440000:		\$3,448.85	
430000 Materials and Supplies			
Pay Vouchers			
B & J COMMUNICATIONS	Unrestricted Resources	\$420.37	0
Total Amount For Pay Vouchers:		\$420.37	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Object 430000:		\$420.37	
520000 Travel and Conferences			
Pay Vouchers			
TULARE CO OFFICE EDUCATION	Unrestricted Resources	\$1,520.00	0
Total Amount For Pay Vouchers:		\$1,520.00	
Total Amount for Object 520000:		\$1,520.00	
430000 Materials and Supplies			
Pay Vouchers			
SKILLPATH SEMINARS INC	Unrestricted Resources	\$194.80	0
BSN SPORTS INC	Unrestricted Resources	\$33.39	0
BARNES WELDING SUPPLY INC	Agricultural Vocational Education	\$935.24	0
Total Amount For Pay Vouchers:		\$1,163.43	
Total Amount for Object 430000:		\$1,163.43	
Total Amount for Fund 0100:		\$6,552.65	
Fund: 1300			
470000 Food			
Pay Vouchers			
GOLD STAR FOODS INC	Child Nutrition - School Programs	\$24,343.25	200,286
Total Amount For Pay Vouchers:		\$24,343.25	
Total Amount for Object 470000:		\$24,343.25	
Total Amount for Fund 1300:		\$24,343.25	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
SANGER HIGH SCHOOL	Unrestricted Resources	\$300.00	0

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Vendor	Resource Title	Amount	Purchase Order
WARDS SCIENCE INC	LCAP Unduplicated Count Expenditures	\$743.26	200,672
SEQUOIA TRUCK PARTS AND HOBBIE	Unrestricted Resources	\$240.88	200,943
	Total Amount For Pay Vouchers:	\$1,284.14	
	Total Amount for Object 430000:	\$1,284.14	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
THYSSEN KRUPP ELEVATOR CORP	Ongoing and Major Maintenance: Restricted Mair	\$261.06	200,140
	Total Amount For Pay Vouchers:	\$261.06	
	Total Amount for Object 560000:	\$261.06	
510000 Subagreements for Services			
Pay Vouchers			
TULARE CO SHERIFFS OFFICE	Unrestricted Resources	\$13,147.52	201,131
	Total Amount For Pay Vouchers:	\$13,147.52	
	Total Amount for Object 510000:	\$13,147.52	
580000 Professional/Consulting Services and Operating Exper			
Pay Vouchers			
AAA SECURITY INC	Unrestricted Resources	\$7,089.50	200,434
	Total Amount For Pay Vouchers:	\$7,089.50	
	Total Amount for Object 580000:	\$7,089.50	
	Total Amount for Fund 0100:	\$21,782.22	
Fund: 1100			
580000 Professional/Consulting Services and Operating Exper			
Pay Vouchers			
AAA SECURITY INC	Adult Education Block Grant Program, Assembly I	\$2,106.50	200,434
	Total Amount For Pay Vouchers:	\$2,106.50	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Object 580000:		\$2,106.50	
Total Amount for Fund 1100:		\$2,106.50	
Fund: 0100			
580000 Professional/Consulting Services and Operating Experi			
Pay Vouchers			
AAA SECURITY INC	Unrestricted Resources	\$6,292.00	0
Total Amount For Pay Vouchers:		\$6,292.00	
Total Amount for Object 580000:		\$6,292.00	
Total Amount for Fund 0100:		\$6,292.00	
Fund: 1100			
580000 Professional/Consulting Services and Operating Experi			
Pay Vouchers			
AAA SECURITY INC	Adult Education Block Grant Program, Assembly I	\$11,418.00	0
Total Amount For Pay Vouchers:		\$11,418.00	
Total Amount for Object 580000:		\$11,418.00	
Total Amount for Fund 1100:		\$11,418.00	
Fund: 0100			
580000 Professional/Consulting Services and Operating Experi			
Pay Vouchers			
AAA SECURITY INC	Unrestricted Resources	\$8,038.25	0
Total Amount For Pay Vouchers:		\$8,038.25	
Total Amount for Object 580000:		\$8,038.25	
430000 Materials and Supplies			
Pay Vouchers			
GARTON TRACTOR INC	Unrestricted Resources	\$142.81	0

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Vendor	Resource Title	Amount	Purchase Order
PEARSON EDUCATION INC	Lottery: Instructional Materials	\$7,432.66	201,066
	Total Amount For Pay Vouchers:	\$7,575.47	
	Total Amount for Object 430000:	\$7,575.47	
	Total Amount for Fund 0100:	\$15,613.72	
Fund: 6710			
580000 Professional/Consulting Services and Operating Exper			
Pay Vouchers			
C D W GOVERNMENT INC	Unrestricted Resources	\$99,409.10	0
	Total Amount For Pay Vouchers:	\$99,409.10	
	Total Amount for Object 580000:	\$99,409.10	
	Total Amount for Fund 6710:	\$99,409.10	
Fund: 0100			
530000 Dues and Memberships			
Pay Vouchers			
STAPLES.COM INC	Unrestricted Resources	\$25.00	201,132
	Total Amount For Pay Vouchers:	\$25.00	
	Total Amount for Object 530000:	\$25.00	
	Total Amount for Fund 0100:	\$25.00	
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers			
HERFF JONES INC	Adult Ed / Non-AEBG Sources	\$9,815.06	0
	Total Amount For Pay Vouchers:	\$9,815.06	
	Total Amount for Object 430000:	\$9,815.06	
	Total Amount for Fund 1100:	\$9,815.06	

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Vendor	Resource Title	Amount	Purchase Order
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
JACKS GIT & GO INC	Unrestricted Resources	\$149.30	0
	Total Amount For Pay Vouchers:	\$149.30	
	Total Amount for Object 430000:	\$149.30	
	Total Amount for Fund 0100:	\$149.30	
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers			
ELLSWORTH PUBLISHING INC	Adult Education Block Grant Program, Assembly I	\$2,422.50	0
	Total Amount For Pay Vouchers:	\$2,422.50	
	Total Amount for Object 430000:	\$2,422.50	
	Total Amount for Fund 1100:	\$2,422.50	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
DONUT FACTORY	Unrestricted Resources	\$200.31	0
	Total Amount For Pay Vouchers:	\$200.31	
	Total Amount for Object 430000:	\$200.31	
590000 Communications			
Pay Vouchers			
COMCAST	Unrestricted Resources	\$133.88	200,409
	Total Amount For Pay Vouchers:	\$133.88	
	Total Amount for Object 590000:	\$133.88	

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Vendor	Resource Title	Amount	Purchase Order
520000 Travel and Conferences			
Pay Vouchers			
WESTIN HOTEL INC LONG BEACH	Classified Employee Prof Dev Block Grant (AB180	\$1,158.37	0
	Total Amount For Pay Vouchers:	\$1,158.37	
	Total Amount for Object 520000:	\$1,158.37	
430000 Materials and Supplies			
Pay Vouchers			
HIGH SIERRA LUMBER & SUPPLY IN	Unrestricted Resources	\$52.33	0
TULARE-KINGS MUSIC ED ASSN INC	Unrestricted Resources	\$150.00	0
CA TURF EQUIPMENT & SUPPLY INC	Unrestricted Resources	\$4,681.61	200,204
	Total Amount For Pay Vouchers:	\$4,883.94	
	Total Amount for Object 430000:	\$4,883.94	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
CA TURF EQUIPMENT & SUPPLY INC	Ongoing and Major Maintenance: Restricted Mair	\$640.18	200,179
	Total Amount For Pay Vouchers:	\$640.18	
	Total Amount for Object 560000:	\$640.18	
430000 Materials and Supplies			
Pay Vouchers			
CA TURF EQUIPMENT & SUPPLY INC	Unrestricted Resources	\$498.98	200,218
AIRGAS NCN INC	Unrestricted Resources	\$2,646.98	200,529
	Total Amount For Pay Vouchers:	\$3,145.96	
	Total Amount for Object 430000:	\$3,145.96	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			

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Vendor	Resource Title	Amount	Purchase Order
LOWES INC	Ongoing and Major Maintenance: Restricted Mair	\$41.88	0
	Total Amount For Pay Vouchers:	\$41.88	
	Total Amount for Object 560000:	\$41.88	
430000 Materials and Supplies			
Pay Vouchers			
LOWES INC	LCAP Unduplicated Count Expenditures	\$300.00	0
	Total Amount For Pay Vouchers:	\$300.00	
	Total Amount for Object 430000:	\$300.00	
	Total Amount for Fund 0100:	\$10,504.52	
Fund: 4000			
617000 Land Improvements			
Pay Vouchers			
LOWES INC	Capital/Building Project #1	\$55.50	0
	Total Amount For Pay Vouchers:	\$55.50	
	Total Amount for Object 617000:	\$55.50	
	Total Amount for Fund 4000:	\$55.50	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
LOWES INC	Unrestricted Resources	\$1,551.47	200,313
	Total Amount For Pay Vouchers:	\$1,551.47	
	Total Amount for Object 430000:	\$1,551.47	
	Total Amount for Fund 0100:	\$1,551.47	
Fund: 1100			
430000 Materials and Supplies			

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Vendor	Resource Title	Amount	Purchase Order
Pay Vouchers LOWES INC	Adult Education Block Grant Program, Assembly I	\$152.12	200,800
	Total Amount For Pay Vouchers:	\$152.12	
	Total Amount for Object 430000:	\$152.12	
	Total Amount for Fund 1100:	\$152.12	
Fund: 0100			
743900 Other Debt Service - Principal			
Pay Vouchers US BANK EQ FINANCE INC	Unrestricted Resources	\$3,636.03	200,508
	Total Amount For Pay Vouchers:	\$3,636.03	
	Total Amount for Object 743900:	\$3,636.03	
	Total Amount for Fund 0100:	\$3,636.03	
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers CITIZENS BUSINESS BANK INC	Adult Education Block Grant Program, Assembly I	\$395.82	0
	Total Amount For Pay Vouchers:	\$395.82	
	Total Amount for Object 430000:	\$395.82	
	Total Amount for Fund 1100:	\$395.82	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers SMART & FINAL STORES CORP	Unrestricted Resources	\$89.63	200,049
	Total Amount For Pay Vouchers:	\$89.63	
	Total Amount for Object 430000:	\$89.63	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Fund 0100:		\$89.63	
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers			
SMART & FINAL STORES CORP	Adult Education Block Grant Program, Assembly I	\$551.50	200,757
Total Amount For Pay Vouchers:		\$551.50	
Total Amount for Object 430000:		\$551.50	
Total Amount for Fund 1100:		\$551.50	
Fund: 0100			
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
GOPHER GETTER	Ongoing and Major Maintenance: Restricted Mair	\$270.00	200,326
Total Amount For Pay Vouchers:		\$270.00	
Total Amount for Object 560000:		\$270.00	
580000 Professional/Consulting Services and Operating Exper			
Pay Vouchers			
TURNING POINT CENTRAL CA INC	Medi-Cal MAA Billing Option #1	\$675.00	200,995
PALM OCCUPATIONAL MEDICINE INC	Unrestricted Resources	\$320.00	200,361
Total Amount For Pay Vouchers:		\$995.00	
Total Amount for Object 580000:		\$995.00	
430000 Materials and Supplies			
Pay Vouchers			
BAKER DISTRIBUTING CO LLC	Unrestricted Resources	\$49.84	200,484
Total Amount For Pay Vouchers:		\$49.84	
Total Amount for Object 430000:		\$49.84	

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Vendor	Resource Title	Amount	Purchase Order
550030 Water/Sewer			
Pay Vouchers			
SIERRA SANITATION INC	Unrestricted Resources	\$726.38	200,245
	Total Amount For Pay Vouchers:	\$726.38	
	Total Amount for Object 550030:	\$726.38	
520000 Travel and Conferences			
Pay Vouchers			
CA ASSN SCHOOL BUSINESS OFFICI	Unrestricted Resources	\$510.00	200,128
	Total Amount For Pay Vouchers:	\$510.00	
	Total Amount for Object 520000:	\$510.00	
440000 Non-Capitalized Equipment			
Pay Vouchers			
WHITES MUSIC CENTER INC VISALI	Student Support & Academic Enrichment Grant	\$705.79	200,764
	Total Amount For Pay Vouchers:	\$705.79	
	Total Amount for Object 440000:	\$705.79	
	Total Amount for Fund 0100:	\$3,257.01	
Fund: 1300			
430000 Materials and Supplies			
Pay Vouchers			
FOCUS PACKAGING & SUPPLY CO	Child Nutrition - School Programs	\$1,066.26	200,307
	Total Amount For Pay Vouchers:	\$1,066.26	
	Total Amount for Object 430000:	\$1,066.26	
	Total Amount for Fund 1300:	\$1,066.26	
Fund: 0100			
430000 Materials and Supplies			

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Vendor	Resource Title	Amount	Purchase Order
Pay Vouchers SOUTH VALLEY MATERIALS INC	Carl D. Perkins Career and Technical Education:-1	\$1,514.96	0
NAMIFY	Unrestricted Resources	\$1,203.83	0
Total Amount For Pay Vouchers:		\$2,718.79	
Total Amount for Object 430000:		\$2,718.79	
Total Amount for Fund 0100:		\$2,718.79	
Fund: 2510			
620000 Buildings and Improvement of Buildings			
Pay Vouchers TETER LLP	Developer Mitigation Fees	\$15,742.32	0
Total Amount For Pay Vouchers:		\$15,742.32	
Total Amount for Object 620000:		\$15,742.32	
Total Amount for Fund 2510:		\$15,742.32	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers AMERICAN BUILDERS SUPPLY	Unrestricted Resources	\$5,188.93	0
Total Amount For Pay Vouchers:		\$5,188.93	
Total Amount for Object 430000:		\$5,188.93	
510000 Subagreements for Services			
Pay Vouchers CAMPUS LIFE	LCAP Unduplicated Count Expenditures	\$23,570.67	200,407
Total Amount For Pay Vouchers:		\$23,570.67	
Total Amount for Object 510000:		\$23,570.67	
430000 Materials and Supplies			

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Vendor	Resource Title	Amount	Purchase Order
Pay Vouchers TULARE POOL SUPPLY	Unrestricted Resources	\$120.97	200,710
Total Amount For Pay Vouchers:		\$120.97	
Total Amount for Object 430000:		\$120.97	
Total Amount for Fund 0100:		\$28,880.57	
Fund: 6720			
580000 Professional/Consulting Services and Operating Experi			
Pay Vouchers SELF-INSURED SCHOOLS CA	Unrestricted Resources	\$813,294.65	200,148
Total Amount For Pay Vouchers:		\$813,294.65	
Total Amount for Object 580000:		\$813,294.65	
Total Amount for Fund 6720:		\$813,294.65	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers SIGLER WHOLESALE DISTRIBUTORS	Unrestricted Resources	\$195.18	0
Total Amount For Pay Vouchers:		\$195.18	
Total Amount for Object 430000:		\$195.18	
550030 Water/Sewer			
Pay Vouchers USA WASTE OF CALIFORNIA INC	Unrestricted Resources	\$544.08	200,243
Total Amount For Pay Vouchers:		\$544.08	
Total Amount for Object 550030:		\$544.08	
430000 Materials and Supplies			
Pay Vouchers			

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Vendor	Resource Title	Amount	Purchase Order
STALLION ATHLETIC BOOSTERS	Unrestricted Resources	\$375.00	0
	Total Amount For Pay Vouchers:	\$375.00	
	Total Amount for Object 430000:	\$375.00	
580000 Professional/Consulting Services and Operating Experi			
Pay Vouchers			
GILL FAMILY RANCHES INC	Unrestricted Resources	\$3,247.00	0
	Total Amount For Pay Vouchers:	\$3,247.00	
	Total Amount for Object 580000:	\$3,247.00	
430000 Materials and Supplies			
Pay Vouchers			
KAP7 INTERNATIONAL INC	Unrestricted Resources	\$252.52	200,473
SEQUOIA FLORAL INTERNATIONAL	Carl D. Perkins Career and Technical Education:-\	\$433.75	0
	Total Amount For Pay Vouchers:	\$686.27	
	Total Amount for Object 430000:	\$686.27	
580000 Professional/Consulting Services and Operating Experi			
Pay Vouchers			
GREEN FILMS, ZACH	Career Technical Education (CTE) Grant Program	\$4,830.00	0
	Total Amount For Pay Vouchers:	\$4,830.00	
	Total Amount for Object 580000:	\$4,830.00	
430000 Materials and Supplies			
Pay Vouchers			
WESTAIR GASES AND EQUIPMENT	Carl D. Perkins Career and Technical Education:-\	\$1,441.37	0
	Total Amount For Pay Vouchers:	\$1,441.37	
	Total Amount for Object 430000:	\$1,441.37	
	Total Amount for Fund 0100:	\$11,318.90	

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Vendor	Resource Title	Amount	Purchase Order
Fund: 1300			
430000 Materials and Supplies			
Pay Vouchers			
P&R PAPER SUPPLY COMPANY INC	Child Nutrition - School Programs	\$1,256.84	200,310
	Total Amount For Pay Vouchers:	\$1,256.84	
	Total Amount for Object 430000:	\$1,256.84	
	Total Amount for Fund 1300:	\$1,256.84	
Fund: 0100			
580000 Professional/Consulting Services and Operating Expe			
Pay Vouchers			
RECOVERY RESOURCES	LCAP Unduplicated Count Expenditures	\$16,100.00	200,773
	Total Amount For Pay Vouchers:	\$16,100.00	
	Total Amount for Object 580000:	\$16,100.00	
	Total Amount for Fund 0100:	\$16,100.00	
Fund: 4000			
617000 Land Improvements			
Pay Vouchers			
VALLEY PRECISION GRADING, INC	Capital/Building Project #1	\$17,531.45	201,006
	Total Amount For Pay Vouchers:	\$17,531.45	
	Total Amount for Object 617000:	\$17,531.45	
	Total Amount for Fund 4000:	\$17,531.45	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
BATTERY PRO	Unrestricted Resources	\$1,349.19	200,309

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Vendor	Resource Title	Amount	Purchase Order
Total Amount For Pay Vouchers:		\$1,349.19	
Total Amount for Object 430000:		\$1,349.19	
Total Amount for Fund 0100:		\$1,349.19	
Fund: 6310			
580000 Professional/Consulting Services and Operating Experi			
Pay Vouchers			
SANCHEZ, LEANDRO	Other Restricted Local	\$117.00	0
Total Amount For Pay Vouchers:		\$117.00	
Total Amount for Object 580000:		\$117.00	
Total Amount for Fund 6310:		\$117.00	
Fund: 0100			
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
TULARE GOLF COURSE LLC	Unrestricted Resources	\$2,500.00	0
Total Amount For Pay Vouchers:		\$2,500.00	
Total Amount for Object 560000:		\$2,500.00	
Total Amount for Fund 0100:		\$2,500.00	
Fund: 2510			
620000 Buildings and Improvement of Buildings			
Pay Vouchers			
LEACH GROUP INC	Developer Mitigation Fees	\$1,995.00	0
Total Amount For Pay Vouchers:		\$1,995.00	
Total Amount for Object 620000:		\$1,995.00	
Total Amount for Fund 2510:		\$1,995.00	
Fund: 1100			

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Vendor	Resource Title	Amount	Purchase Order
430000 Materials and Supplies			
Pay Vouchers			
AMERICAN DATABANK LLC	Adult Education Block Grant Program, Assembly I	\$650.00	0
	Total Amount For Pay Vouchers:	\$650.00	
	Total Amount for Object 430000:	\$650.00	
	Total Amount for Fund 1100:	\$650.00	
Fund: 4000			
620000 Buildings and Improvement of Buildings			
Pay Vouchers			
AMAZON.COM LLC	Capital/Building Project #1	\$164.71	200,240
	Total Amount For Pay Vouchers:	\$164.71	
	Total Amount for Object 620000:	\$164.71	
	Total Amount for Fund 4000:	\$164.71	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
AMAZON.COM LLC	Unrestricted Resources	\$182.92	200,067
	Total Amount For Pay Vouchers:	\$182.92	
Credit Memos			
AMAZON.COM LLC	Unrestricted Resources	(\$182.92)	200,067
	Total Amount For Credit Memos:	(\$182.92)	
Pay Vouchers			
AMAZON.COM LLC	Unrestricted Resources	\$90.28	200,635
	Total Amount For Pay Vouchers:	\$90.28	
	Total Amount for Object 430000:	\$90.28	

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Vendor	Resource Title	Amount	Purchase Order
420000 Books and Other Reference Materials			
Pay Vouchers AMAZON.COM LLC	Unrestricted Resources	\$203.06	200,663
	Total Amount For Pay Vouchers:	\$203.06	
	Total Amount for Object 420000:	\$203.06	
430000 Materials and Supplies			
Pay Vouchers AMAZON.COM LLC	Agricultural Vocational Education	\$1,634.42	200,448
	Total Amount For Pay Vouchers:	\$1,634.42	
Credit Memos AMAZON.COM LLC	Agricultural Vocational Education	(\$19.12)	200,448
	Total Amount For Credit Memos:	(\$19.12)	
Pay Vouchers AMAZON.COM LLC	Unrestricted Resources	\$1,432.02	200,163
	Total Amount For Pay Vouchers:	\$1,432.02	
	Total Amount for Object 430000:	\$3,047.32	
	Total Amount for Fund 0100:	\$3,340.66	
Fund: 1300			
520000 Travel and Conferences			
Pay Vouchers GALSTON, MARY	Child Nutrition - School Programs	\$33.06	200,815
	Total Amount For Pay Vouchers:	\$33.06	
	Total Amount for Object 520000:	\$33.06	
	Total Amount for Fund 1300:	\$33.06	

Fund: 0100

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Vendor	Resource Title	Amount	Purchase Order
430000 Materials and Supplies			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Unrestricted Resources	\$533.54	200,401
	Total Amount For Pay Vouchers:	\$533.54	
	Total Amount for Object 430000:	\$533.54	
520000 Travel and Conferences			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Unrestricted Resources	\$1,310.52	200,401
	Total Amount For Pay Vouchers:	\$1,310.52	
Credit Memos			
U.S.BANK NATIONAL ASSOCIATION	Classified Employee Prof Dev Block Grant (AB180	(\$895.00)	200,749
	Total Amount For Credit Memos:	(\$895.00)	
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Unrestricted Resources	\$630.00	201,007
	Total Amount For Pay Vouchers:	\$630.00	
	Total Amount for Object 520000:	\$1,045.52	
	Total Amount for Fund 0100:	\$1,579.06	
Fund: 1300			
430000 Materials and Supplies			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Child Nutrition - School Programs	\$116.00	200,785
	Total Amount For Pay Vouchers:	\$116.00	
	Total Amount for Object 430000:	\$116.00	
	Total Amount for Fund 1300:	\$116.00	

Fund: 1100

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Vendor	Resource Title	Amount	Purchase Order
520000 Travel and Conferences			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Adult Basic Education: Priority 5 GED Services/Ac	\$1,344.87	201,052
	Total Amount For Pay Vouchers:	\$1,344.87	
	Total Amount for Object 520000:	\$1,344.87	
	Total Amount for Fund 1100:	\$1,344.87	
Fund: 0100			
520000 Travel and Conferences			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Career Technical Education (CTE) Grant Program	\$449.58	200,885
	Total Amount For Pay Vouchers:	\$449.58	
	Total Amount for Object 520000:	\$449.58	
	Total Amount for Fund 0100:	\$449.58	
Fund: 1300			
520000 Travel and Conferences			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Child Nutrition - School Programs	\$679.44	201,059
	Total Amount For Pay Vouchers:	\$679.44	
	Total Amount for Object 520000:	\$679.44	
	Total Amount for Fund 1300:	\$679.44	
Fund: 0100			
520000 Travel and Conferences			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	LCAP Unduplicated Count Expenditures	\$1,268.08	201,039
	Total Amount For Pay Vouchers:	\$1,268.08	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Object 520000:		\$1,268.08	
Total Amount for Fund 0100:		\$1,268.08	
Fund: 1100			
520000 Travel and Conferences			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Adult Basic Education: Priority 5 GED Services/Ac	\$364.55	201,044
Total Amount For Pay Vouchers:		\$364.55	
Total Amount for Object 520000:		\$364.55	
Total Amount for Fund 1100:		\$364.55	
Fund: 0100			
520000 Travel and Conferences			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Unrestricted Resources	\$2,441.22	0
Total Amount For Pay Vouchers:		\$2,441.22	
Total Amount for Object 520000:		\$2,441.22	
430000 Materials and Supplies			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Unrestricted Resources	\$250.00	201,151
Total Amount For Pay Vouchers:		\$250.00	
Total Amount for Object 430000:		\$250.00	
Total Amount for Fund 0100:		\$2,691.22	
Fund: 1300			
430000 Materials and Supplies			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Child Nutrition - School Programs	\$311.40	201,079

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Vendor	Resource Title	Amount	Purchase Order
	Total Amount For Pay Vouchers:	\$311.40	
	Total Amount for Object 430000:	\$311.40	
	Total Amount for Fund 1300:	\$311.40	
Fund: 0100			
520000 Travel and Conferences			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Unrestricted Resources	\$1,313.76	0
	Total Amount For Pay Vouchers:	\$1,313.76	
	Total Amount for Object 520000:	\$1,313.76	
440000 Non-Capitalized Equipment			
Pay Vouchers			
NASCO	ESSA: School Improvement Funding for LEAs	\$3,450.09	200,494
	Total Amount For Pay Vouchers:	\$3,450.09	
	Total Amount for Object 440000:	\$3,450.09	
	Total Amount for Fund 0100:	\$4,763.85	
Fund: 1300			
470000 Food			
Pay Vouchers			
GALASSO'S BAKERY	Child Nutrition - School Programs	\$2,382.27	200,641
1ST QUALITY PRODUCE INC	Child Nutrition - School Programs	\$3,550.70	200,232
	Total Amount For Pay Vouchers:	\$5,932.97	
Credit Memos			
1ST QUALITY PRODUCE INC	Child Nutrition - School Programs	(\$32.00)	200,232
	Total Amount For Credit Memos:	(\$32.00)	
Pay Vouchers			

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Vendor	Resource Title	Amount	Purchase Order
1ST QUALITY PRODUCE INC	Child Nutrition - School Programs	\$5,352.39	200,234
	Total Amount For Pay Vouchers:	\$5,352.39	
Credit Memos 1ST QUALITY PRODUCE INC	Child Nutrition - School Programs	(\$122.70)	200,234
	Total Amount For Credit Memos:	(\$122.70)	
Pay Vouchers 1ST QUALITY PRODUCE INC	Child Nutrition - School Programs	\$1,393.60	200,234
	Total Amount For Pay Vouchers:	\$1,393.60	
	Total Amount for Object 470000:	\$12,524.26	
	Total Amount for Fund 1300:	\$12,524.26	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers ASSETGENIE, INC	Unrestricted Resources	\$388.50	200,125
	Total Amount For Pay Vouchers:	\$388.50	
	Total Amount for Object 430000:	\$388.50	
580000 Professional/Consulting Services and Operating Exper			
Pay Vouchers TRILOGY MEDWASTE WEST LLC	Unrestricted Resources	\$95.00	200,713
	Total Amount For Pay Vouchers:	\$95.00	
	Total Amount for Object 580000:	\$95.00	
430000 Materials and Supplies			
Pay Vouchers DISTRICT MANAGEMENT GROUP LLC	Unrestricted Resources	\$500.00	0
BOBCAT OF FRESNO	Unrestricted Resources	\$91.80	0
WEX BANK	Unrestricted Resources	\$230.16	200,507

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Vendor	Resource Title	Amount	Purchase Order
Total Amount For Pay Vouchers:		\$821.96	
Total Amount for Object 430000:		\$821.96	
410000	Approved Textbooks and Core Curricula Materials		
Pay Vouchers			
BOYS TOWN PRESS	Unrestricted Resources	\$196.94	0
Total Amount For Pay Vouchers:		\$196.94	
Total Amount for Object 410000:		\$196.94	
430000	Materials and Supplies		
Pay Vouchers			
BURROWS INC, GARY V	Unrestricted Resources	\$8,587.88	0
Total Amount For Pay Vouchers:		\$8,587.88	
Total Amount for Object 430000:		\$8,587.88	
520000	Travel and Conferences		
Pay Vouchers			
GOMES, JOSHUA	LCAP Unduplicated Count Expenditures	\$161.05	0
TEACHER LEARNING CENTER	Unrestricted Resources	\$1,470.00	201,046
GARLAND HOTEL, THE	Unrestricted Resources	\$5.01	0
Total Amount For Pay Vouchers:		\$1,636.06	
Total Amount for Object 520000:		\$1,636.06	
Total Amount for Fund 0100:		\$11,726.34	
Fund: 6310			
560000	Rentals, Leases, Repairs and Non-Capitalized Improv		
Pay Vouchers			
RODRIGUES, DENNIS	Other Restricted Local	\$100.00	0
Total Amount For Pay Vouchers:		\$100.00	

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Vendor	Resource Title	Amount	Purchase Order
	Total Amount for Object 560000:	\$100.00	
	Total Amount for Fund 6310:	\$100.00	
Fund: 6720			
867400 In-District Premiums/Contributions			
Pay Vouchers			
RENFROE, BILL	Unrestricted Resources	\$458.40	0
	Total Amount For Pay Vouchers:	\$458.40	
	Total Amount for Object 867400:	\$458.40	
	Total Amount for Fund 6720:	\$458.40	
Fund: 0100			
520000 Travel and Conferences			
Pay Vouchers			
HOLIDAY INN VISALIA	Carl D. Perkins Career and Technical Education:-\	\$222.14	0
	Total Amount For Pay Vouchers:	\$222.14	
	Total Amount for Object 520000:	\$222.14	
	Total Amount for Fund 0100:	\$222.14	

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Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate		Amount	Audit	
						Check	Account Code		Flag	EFT
031988	1ST QUALITY PRODUCE INC	CM-200070	11/4/2019	200232	22967		130-53100-0-00000-37000-47000-409-0000-00	(\$32.00)		
	1ST QUALITY PRODUCE INC	CM-200071	12/2/2019	200234	021806		130-53100-0-00000-37000-47000-466-0000-00	(\$122.70)		
	1ST QUALITY PRODUCE INC	PV-204754	11/19/2019	200233	336028		130-53100-0-00000-37000-47000-368-0000-00	\$144.50		
	1ST QUALITY PRODUCE INC	PV-204755	11/4/2019	200233	336134		130-53100-0-00000-37000-47000-368-0000-00	\$146.80		
	1ST QUALITY PRODUCE INC	PV-204756	11/7/2019	200233	336677		130-53100-0-00000-37000-47000-368-0000-00	\$135.80		
	1ST QUALITY PRODUCE INC	PV-204757	11/7/2019	200233	336678		130-53100-0-00000-37000-47000-368-0000-00	\$180.00		
	1ST QUALITY PRODUCE INC	PV-204758	11/12/2019	200233	336745		130-53100-0-00000-37000-47000-368-0000-00	\$634.30		
	1ST QUALITY PRODUCE INC	PV-204759	11/18/2019	200233	336746		130-53100-0-00000-37000-47000-368-0000-00	\$556.30		
	1ST QUALITY PRODUCE INC	PV-204760	12/2/2019	200233	338258		130-53100-0-00000-37000-47000-368-0000-00	\$435.85		
	1ST QUALITY PRODUCE INC	PV-204761	12/11/2019	200233	340061		130-53100-0-00000-37000-47000-368-0000-00	\$323.80		
	1ST QUALITY PRODUCE INC	PV-204762	12/17/2019	200233	340602		130-53100-0-00000-37000-47000-368-0000-00	\$257.35		
	1ST QUALITY PRODUCE INC	PV-204763	12/20/2019	200233	340891		130-53100-0-00000-37000-47000-368-0000-00	\$324.00		
	1ST QUALITY PRODUCE INC	PV-204764	11/4/2019	200232	336110		130-53100-0-00000-37000-47000-409-0000-00	\$412.00		
	1ST QUALITY PRODUCE INC	PV-204765	11/6/2019	200232	336337		130-53100-0-00000-37000-47000-409-0000-00	\$279.80		
	1ST QUALITY PRODUCE INC	PV-204766	11/12/2019	200232	336894		130-53100-0-00000-37000-47000-409-0000-00	\$340.25		
	1ST QUALITY PRODUCE INC	PV-204767	11/18/2019	200232	337593		130-53100-0-00000-37000-47000-409-0000-00	\$296.35		
	1ST QUALITY PRODUCE INC	PV-204768	11/19/2019	200232	337891		130-53100-0-00000-37000-47000-409-0000-00	\$344.50		
	1ST QUALITY PRODUCE INC	PV-204770	12/4/2019	200232	339151		130-53100-0-00000-37000-47000-409-0000-00	\$276.25		
	1ST QUALITY PRODUCE INC	PV-204771	12/9/2019	200232	339782		130-53100-0-00000-37000-47000-409-0000-00	\$457.75		
	1ST QUALITY PRODUCE INC	PV-204772	12/16/2019	200232	340306		130-53100-0-00000-37000-47000-409-0000-00	\$426.29		
	1ST QUALITY PRODUCE INC	PV-204773	12/2/2019	200232	338257		130-53100-0-00000-37000-47000-409-0000-00	\$372.25		
	1ST QUALITY PRODUCE INC	PV-204774	11/4/2019	200234	336150		130-53100-0-00000-37000-47000-466-0000-00	\$529.45		
	1ST QUALITY PRODUCE INC	PV-204775	11/7/2019	200234	336694		130-53100-0-00000-37000-47000-466-0000-00	\$130.80		
	1ST QUALITY PRODUCE INC	PV-204776	11/12/2019	200234	336925		130-53100-0-00000-37000-47000-466-0000-00	\$653.30		
	1ST QUALITY PRODUCE INC	PV-204777	11/18/2019	200234	337695		130-53100-0-00000-37000-47000-466-0000-00	\$411.90		
	1ST QUALITY PRODUCE INC	PV-204778	12/2/2019	200234	338511		130-53100-0-00000-37000-47000-466-0000-00	\$833.50		
	1ST QUALITY PRODUCE INC	PV-204779	12/3/2019	200234	339188		130-53100-0-00000-37000-47000-466-0000-00	\$122.70		
	1ST QUALITY PRODUCE INC	PV-204780	12/6/2019	200234	339684		130-53100-0-00000-37000-47000-466-0000-00	\$102.70		
	1ST QUALITY PRODUCE INC	PV-204781	12/10/2019	200234	340013		130-53100-0-00000-37000-47000-466-0000-00	\$676.55		
	1ST QUALITY PRODUCE INC	PV-204782	12/16/2019	200234	340454		130-53100-0-00000-37000-47000-466-0000-00	\$419.65		
	1ST QUALITY PRODUCE INC	PV-204783	12/18/2019	200234	340726		130-53100-0-00000-37000-47000-466-0000-00	\$72.00		
Total Check Amount:								\$10,141.99		
023583	AAA SECURITY INC	PV-204900	12/31/2019	200434	129567		010-00000-0-11100-83000-58000-368-0000-00	\$6,391.00	L	22
	AAA SECURITY INC	PV-204901	12/31/2019	200434	129566		010-00000-0-11100-83000-58000-145-0000-00	\$698.50		22
	AAA SECURITY INC	PV-204902	12/31/2019	200434	129559		110-63910-0-41100-83000-58000-000-0000-00	\$1,402.50		22

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023583	AAA SECURITY INC	PV-204903	12/31/2019	200434	129561		110-63910-0-41100-83000-58000-000-0000-00	\$704.00		22
	AAA SECURITY INC	PV-204906	12/31/2019		129562		010-00000-0-11302-83000-58000-000-0000-00	\$6,292.00		22
	AAA SECURITY INC	PV-204921	8/31/2019		129445		110-63910-0-41100-83000-58000-000-0000-00	\$2,057.00	L	22
	AAA SECURITY INC	PV-204922	8/31/2019		129452		110-63910-0-41100-83000-58000-000-0000-00	\$4,152.50	L	22
	AAA SECURITY INC	PV-204923	8/31/2019		205317		110-63910-0-41100-83000-58000-000-0000-00	\$264.00		22
	AAA SECURITY INC	PV-204924	9/15/2019		129462		110-63910-0-41100-83000-58000-000-0000-00	\$3,080.00		22
	AAA SECURITY INC	PV-204925	9/15/2019		129463		110-63910-0-41100-83000-58000-000-0000-00	\$1,600.50		22
	AAA SECURITY INC	PV-204926	9/15/2019		205319		110-63910-0-41100-83000-58000-000-0000-00	\$264.00		22
	AAA SECURITY INC	PV-204933	9/15/2019		129456		010-00000-0-11302-83000-58000-000-0000-00	\$8,038.25	L	22
Total Check Amount:								\$34,944.25		
027845	AIRGAS NCN INC	PV-204806	11/6/2019	200529	9094975255		010-00000-0-00000-82000-43000-466-0038-50	\$843.81		22
	AIRGAS NCN INC	PV-204807	12/2/2019	200529	9095738443		010-00000-0-00000-82000-43000-466-0038-50	\$814.87		22
	AIRGAS NCN INC	PV-204808	12/10/2019	200529	9096034887		010-00000-0-00000-82000-43000-409-0038-50	\$255.19		22
	AIRGAS NCN INC	PV-204809	12/17/2019	200529	9096280284		010-00000-0-00000-82000-43000-466-0038-50	\$733.11		22
Total Check Amount:								\$2,646.98		
031827	AMAZON.COM LLC	CM-200069	12/20/2019	200067	1GYT-M399-Q674		010-00000-0-11100-31100-43000-368-0000-00	(\$182.92)		22
	AMAZON.COM LLC	CM-200074	11/7/2019	200448	1QG4-DYVJ-4DJG		010-70100-0-38000-10000-43000-000-0000-40	(\$19.12)		22
	AMAZON.COM LLC	PV-204748	12/8/2019	200067	1XCQ-M6WR-Q179		010-00000-0-11100-31100-43000-368-0000-00	\$182.92		22
	AMAZON.COM LLC	PV-204749	7/25/2019	200240	1GXF-QGQF-9VWR		400-99901-0-00000-85000-62000-000-0158-00	\$164.71		22
					Amount Subject to Use Tax:	\$164.71	Use Tax Amount:	\$13.59		
	AMAZON.COM LLC	PV-204750	11/21/2019	200422	14M6-VPDT-LRRH		010-00000-0-11100-31100-43000-466-0000-00	\$79.68		22
	AMAZON.COM LLC	PV-204751	10/24/2019	200635	1JMY-H9QC-61FQ		010-00000-0-11343-10000-43000-368-0000-00	\$10.60		22
	AMAZON.COM LLC	PV-204752	10/21/2019	200663	1YFP-KR4M-94YQ		010-00000-0-11326-10000-42000-466-0000-00	\$203.06		22
	AMAZON.COM LLC	PV-204753	11/21/2019	201118	14M6-VPDT-373K		010-00000-0-00000-77000-43000-000-0000-00	\$1,228.63		22
	AMAZON.COM LLC	PV-204791	12/10/2019	200448	17LR-KDL6-HTR9		010-70100-0-38000-10000-43000-000-0000-40	\$36.26		22
	AMAZON.COM LLC	PV-204797	10/31/2019	200163	1MVD-6N1F-4D7H		010-00000-0-00000-81101-43000-409-0000-50	\$162.74		22
	AMAZON.COM LLC	PV-204798	8/19/2019	200495	1J9K-7MRJ-FYMW		010-00000-0-11100-10000-43000-708-0000-00	\$28.22		22
	AMAZON.COM LLC	PV-204799	10/23/2019	200495	1JFX-HFMD-37DJ		010-00000-0-11100-10000-43000-708-0000-00	\$90.95		22
	AMAZON.COM LLC	PV-204800	9/18/2019	200495	146G-G9VJ-CFGM		010-00000-0-11100-10000-43000-708-0000-00	\$52.77		22
					Amount Subject to Use Tax:	\$10.59	Use Tax Amount:	\$0.87		
	AMAZON.COM LLC	PV-204860	12/3/2019	200441	193P-XDTW-997H		010-56402-0-11100-10000-43000-409-0000-40	\$1,380.19		22
	AMAZON.COM LLC	PV-204862	10/26/2019	200448	1NKJ-1DRR-PY7N		010-70100-0-38000-10000-43000-000-0000-40	\$46.03		22
	AMAZON.COM LLC	PV-204874	10/24/2019	200975	1FY4-C7L6-GNWL		010-00000-0-11343-10000-43000-409-0000-00	\$40.65		22

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Total Check Amount:								\$3,505.37		
030171	AMERICAN BUILDERS SUPPLY	PV-204892	12/16/2019		96489891-001		010-00000-0-00000-81101-43000-409-0000-50	\$5,188.93		
Total Check Amount:								\$5,188.93		
031812	AMERICAN DATABANK LLC	PV-204891	11/30/2019		1911650		110-63910-0-41311-10000-43000-000-0066-00	\$650.00		
Total Check Amount:								\$650.00		
032123	ASSETGENIE, INC	PV-204789	10/11/2019	200125	1428141		010-00000-0-00000-77000-43000-000-0000-00	\$28.95		
					Amount Subject to Use Tax:	\$28.95	Use Tax Amount:	\$2.39		
	ASSETGENIE, INC	PV-204790	11/4/2019	200125	1433936		010-00000-0-00000-77000-43000-000-0000-00	\$359.55		
					Amount Subject to Use Tax:	\$359.55	Use Tax Amount:	\$29.66		
Total Check Amount:								\$388.50		
019513	B & J COMMUNICATIONS	PV-204830	12/17/2019		19865		010-00000-0-11384-10000-43000-793-0000-00	\$193.04		
	B & J COMMUNICATIONS	PV-204831	12/18/2019		19868		010-00000-0-11384-10000-43000-708-0000-00	\$227.33		
Total Check Amount:								\$420.37		
028723	BAKER DISTRIBUTING CO LLC	PV-204804	12/13/2019	200203	Z448924		010-00000-0-00000-81101-43000-368-0000-50	\$42.61		
	BAKER DISTRIBUTING CO LLC	PV-204805	12/16/2019	200484	Z460603		010-00000-0-00000-81101-43000-409-0000-50	\$7.23		
Total Check Amount:								\$49.84		
020523	BARNES WELDING SUPPLY INC	PV-204916	6/3/2019		62396695		010-70100-0-38000-10000-43000-000-0000-40	\$87.36		22
	BARNES WELDING SUPPLY INC	PV-204917	11/4/2019		62469788		010-70100-0-38000-10000-43000-000-0000-40	\$502.15		22
	BARNES WELDING SUPPLY INC	PV-204918	8/31/2019		91483703		010-70100-0-38000-10000-43000-000-0000-40	\$162.97		22
	BARNES WELDING SUPPLY INC	PV-204919	11/30/2019		91492227		010-70100-0-38000-10000-43000-000-0000-40	\$182.76		22
Total Check Amount:								\$935.24		
031636	BATTERY PRO	PV-204832	10/29/2019	200173	22363		010-00000-0-00000-81101-43000-409-0000-50	\$43.30		
	BATTERY PRO	PV-204834	11/21/2019	200219	22552		010-00000-0-00000-81101-43000-466-0000-50	\$8.54		
	BATTERY PRO	PV-204835	11/5/2019	200302	22419		010-00000-0-11100-36000-43000-000-0013-50	\$204.59		
	BATTERY PRO	PV-204836	11/14/2019	200302	22488		010-00000-0-11100-36000-43000-000-0013-50	\$424.18		
	BATTERY PRO	PV-204837	10/10/2019	200309	22245		010-00000-0-00000-81101-43000-000-0013-50	\$59.54		
	BATTERY PRO	PV-204838	10/31/2019	200309	22387		010-00000-0-00000-81101-43000-000-0013-50	\$117.91		
	BATTERY PRO	PV-204839	11/12/2019	200309	22467		010-00000-0-00000-81101-43000-000-0013-50	\$233.66		

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031636	BATTERY PRO	PV-204840	11/12/2019	200309	22472		010-00000-0-00000-81101-43000-000-0013-50	\$257.47		
Total Check Amount:								\$1,349.19		
032183	BOBCAT OF FRESNO	PV-204851	10/8/2019		P73851		010-00000-0-00000-81101-43000-409-0000-50	\$91.80		
Total Check Amount:								\$91.80		
032279	BOYS TOWN PRESS	PV-204678	7/16/2019		13174, CRN-12102		010-00000-0-11100-10000-41000-368-0000-00	\$196.94		
					Amount Subject to Use Tax:	\$110.85	Use Tax Amount:	\$9.15		
Total Check Amount:								\$196.94		
020404	BSN SPORTS INC	PV-204856	10/29/2019		906832721		010-00000-0-11100-42000-43000-466-3050-00	\$33.39		
Total Check Amount:								\$33.39		
032299	BURROWS INC, GARY V	PV-204930	11/30/2019		46429		010-00000-0-11100-36000-43000-000-0010-50	\$2,280.06		
	BURROWS INC, GARY V	PV-204931	12/15/2019		47245		010-00000-0-11100-36000-43000-000-0010-50	\$4,146.76		
	BURROWS INC, GARY V	PV-204932	12/31/2019		47916		010-00000-0-11100-36000-43000-000-0010-50	\$2,161.06		
Total Check Amount:								\$8,587.88		
024512	C D W GOVERNMENT INC	PV-204865	12/23/2019		WFQ6944		671-00000-0-00000-60000-58000-000-0000-00	\$99,409.10	A	
Total Check Amount:								\$99,409.10		
028894	CA ASSN SCHOOL BUSINESS OFFICI	PV-204853	12/20/2019	200128	623635		010-00000-0-00000-21400-52000-000-0000-00	\$255.00		
	CA ASSN SCHOOL BUSINESS OFFICI	PV-204854	12/20/2019	200128	623636		010-00000-0-00000-21400-52000-000-0000-00	\$255.00		
Total Check Amount:								\$510.00		
019381	CA OFFICE LIQUIDATORS INC	PV-204935	8/6/2019	200262	1605		010-00000-0-11100-27000-44000-793-0000-00	\$3,448.85		
Total Check Amount:								\$3,448.85		
027713	CA TURF EQUIPMENT & SUPPLY INC	PV-204880	12/17/2019	200218	436835		010-00000-0-00000-81101-43000-466-0000-50	\$1,245.93		
	CA TURF EQUIPMENT & SUPPLY INC	PV-204881	12/17/2019	200218	436836		010-00000-0-00000-81101-43000-466-0000-50	\$150.51		
	CA TURF EQUIPMENT & SUPPLY INC	PV-204882	12/17/2019	200204	436916		010-00000-0-00000-81101-43000-368-0000-50	\$557.43		
	CA TURF EQUIPMENT & SUPPLY INC	PV-204883	12/19/2019	200204	437084		010-00000-0-00000-81101-43000-368-0000-50	\$454.58		

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027713	CA TURF EQUIPMENT & SUPPLY INC	PV-204884	12/27/2019	200204	437544		010-00000-0-00000-81101-43000-368-0000-50	\$2,273.16		
	CA TURF EQUIPMENT & SUPPLY INC	PV-204885	12/2/2019	200179	435478		010-81500-0-00000-81000-56000-409-0000-50	\$79.20		
	CA TURF EQUIPMENT & SUPPLY INC	PV-204886	12/4/2019	200179	435696		010-81500-0-00000-81000-56000-409-0000-50	\$210.98		
	CA TURF EQUIPMENT & SUPPLY INC	PV-204887	12/26/2019	200179	437514		010-81500-0-00000-81000-56000-409-0000-50	\$350.00		
	CA TURF EQUIPMENT & SUPPLY INC	PV-204888	12/10/2019	200218	436191		010-00000-0-00000-81101-43000-466-0000-50	\$158.50		
	CA TURF EQUIPMENT & SUPPLY INC	PV-204889	12/12/2019	200218	436350		010-00000-0-00000-81101-43000-466-0000-50	\$194.83		
	CA TURF EQUIPMENT & SUPPLY INC	PV-204890	12/12/2019	200218	436354		010-00000-0-00000-81101-43000-466-0000-50	\$145.65		
Total Check Amount:								\$5,820.77		
030274	CAMPUS LIFE	PV-204788	1/2/2020	200407	222		010-07200-0-11100-10000-51000-000-7313-00	\$23,570.67	A	22
Total Check Amount:								\$23,570.67		
028303	CITIZENS BUSINESS BANK INC	PV-204855	12/19/2019		Lunch Box Cafe Fees		110-63910-0-42500-10000-43000-000-0066-00	\$395.82		
Total Check Amount:								\$395.82		
026650	COMCAST	PV-204896	12/5/2019	200409	8155 50 035 0396524		010-00000-0-00000-77000-59000-000-0000-00	\$133.88		
Total Check Amount:								\$133.88		
032137	DISTRICT MANAGEMENT GROUP LLC	PV-204893	10/1/2019		24126		010-00000-0-00000-72000-43000-000-0000-00	\$500.00		
Total Check Amount:								\$500.00		
026516	DONUT FACTORY	PV-204828	11/8/2019		6524		010-00000-0-11342-10000-43000-409-0000-00	\$188.82		
	DONUT FACTORY	PV-204857	10/9/2019		6111		010-00000-0-00000-21400-43000-000-0000-00	\$11.49		
Total Check Amount:								\$200.31		
025772	ELLSWORTH PUBLISHING INC	PV-204894	4/11/2019		35839		110-63910-0-41700-10000-43000-000-0000-00	\$1,653.00		
	ELLSWORTH PUBLISHING INC	PV-204895	1/7/2020		36674		110-63910-0-41700-10000-43000-000-0000-00	\$769.50		
Total Check Amount:								\$2,422.50		
029504	FOCUS PACKAGING & SUPPLY CO	PV-204692	1/2/2020	200305	261915		130-53100-0-00000-37000-43000-466-0000-00	\$447.18		
	FOCUS PACKAGING & SUPPLY CO	PV-204694	1/2/2020	200308	262511		130-53100-0-00000-37000-43000-368-0000-00	\$202.91		
	FOCUS PACKAGING & SUPPLY CO	PV-204699	1/2/2020	200307	262517		130-53100-0-00000-37000-43000-409-0000-00	\$416.17		

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Total Check Amount:								\$1,066.26		
031987	GALASSO'S BAKERY	PV-204784	1/1/2020	200641	110252		130-53100-0-00000-37000-47000-368-0000-00	\$700.35		
	GALASSO'S BAKERY	PV-204785	1/1/2020	200641	110253		130-53100-0-00000-37000-47000-409-0000-00	\$787.80		
	GALASSO'S BAKERY	PV-204786	1/1/2020	200641	110254		130-53100-0-00000-37000-47000-466-0000-00	\$894.12		
Total Check Amount:								\$2,382.27		
031833	GALSTON, MARY	PV-204905	12/13/2019	200815	Dec. mileage		130-53100-0-00000-37000-52000-368-0000-00	\$33.06		
Total Check Amount:								\$33.06		
032404	GARLAND HOTEL, THE	PV-204866	2/26/2020		Conf# 13830156		010-00000-0-00000-21400-52000-000-0000-00	\$5.01		
Total Check Amount:								\$5.01		
024287	GARTON TRACTOR INC	PV-204909	10/25/2019		LC44226		010-00000-0-00000-81101-43000-466-0000-50	\$142.81		
Total Check Amount:								\$142.81		
031191	GILL FAMILY RANCHES INC	PV-204911	11/15/2019		2		010-00000-0-11100-36000-58000-000-0000-50	\$3,247.00		
Total Check Amount:								\$3,247.00		
014999	GIOTTOS ALARM TECH	PV-204697	8/30/2019		126795		400-99901-0-00000-85000-62000-000-0158-00	\$6,153.87	L	
	GIOTTOS ALARM TECH	PV-204710	10/31/2019		127514		010-56402-0-11100-81000-56000-368-0000-40	\$193.90		
Total Check Amount:								\$6,347.77		
020784	GOLD STAR FOODS INC	PV-204682	12/7/2019	200284	300207		130-53100-0-00000-37000-47000-409-0000-00	\$2,515.02		
	GOLD STAR FOODS INC	PV-204683	12/7/2019	200285	300209		130-53100-0-00000-37000-47000-466-0000-00	\$4,053.08		
	GOLD STAR FOODS INC	PV-204684	12/7/2019	200286	300208		130-53100-0-00000-37000-47000-368-0000-00	\$2,193.32		
	GOLD STAR FOODS INC	PV-204685	12/14/2019	200284	300207		130-53100-0-00000-37000-47000-409-0000-00	\$2,223.67		
	GOLD STAR FOODS INC	PV-204686	12/14/2019	200285	300209		130-53100-0-00000-37000-47000-466-0000-00	\$2,676.99		
	GOLD STAR FOODS INC	PV-204687	12/14/2019	200286	300208		130-53100-0-00000-37000-47000-368-0000-00	\$1,948.61		
	GOLD STAR FOODS INC	PV-204858	12/21/2019	200284	300207		130-53100-0-00000-37000-47000-409-0000-00	\$1,872.10		
	GOLD STAR FOODS INC	PV-204859	12/21/2019	200285	300209		130-53100-0-00000-37000-47000-466-0000-00	\$4,008.71		
	GOLD STAR FOODS INC	PV-204861	12/21/2019	200286	300208		130-53100-0-00000-37000-47000-368-0000-00	\$2,851.75		
Total Check Amount:								\$24,343.25		
032303	GOMES, JOSHUA	PV-204716	11/15/2019		Travel Reimbursement		010-07200-0-00000-21400-52000-000-7102-00	\$161.05		

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Total Check Amount:								\$161.05		
028377	GOPHER GETTER	PV-204897	11/26/2019	200326	807		010-81500-0-00000-81000-56000-368-0000-50	\$270.00		
Total Check Amount:								\$270.00		
031426	GREEN FILMS, ZACH	PV-204690	10/31/2019		19-02		010-63870-0-11100-10000-58000-000-0000-40	\$4,830.00	L	
Total Check Amount:								\$4,830.00		
019249	HEISKELL AND CO INC, J.D.	PV-204844	11/30/2019	200381	057591		631-90100-0-00000-60000-43000-000-4346-00	\$5,266.77		
	HEISKELL AND CO INC, J.D.	PV-204846	11/30/2019	200381	329936		631-90100-0-00000-60000-43000-000-4346-00	\$723.76		
	HEISKELL AND CO INC, J.D.	PV-204934	11/20/2019	200381	059850		631-90100-0-00000-60000-43000-000-4346-00	\$5,219.56		
Total Check Amount:								\$11,210.09		
024992	HERFF JONES INC	PV-204715	11/7/2019		309303		110-90188-0-41100-21000-43000-000-0000-00	\$9,815.06		22
Total Check Amount:								\$9,815.06		
027171	HIGH SIERRA LUMBER & SUPPLY IN	PV-204703	11/15/2019		30255496		010-00000-0-00000-81101-43000-368-0000-50	\$35.12		
	HIGH SIERRA LUMBER & SUPPLY IN	PV-204910	11/19/2019		30255635		010-00000-0-00000-81101-43000-368-0000-50	\$17.21		
Total Check Amount:								\$52.33		
032418	HOLIDAY INN VISALIA	PV-204745	2/9/2020		29363873/29363196		010-35500-0-00000-21400-52000-000-0000-40	\$222.14		
Total Check Amount:								\$222.14		
025698	JACKS GIT & GO INC	PV-204718	11/20/2019		Tulare Western		010-00000-0-11342-10000-43000-466-0000-00	\$149.30		
Total Check Amount:								\$149.30		
031332	KAP7 INTERNATIONAL INC	PV-204899	7/31/2019	200473	37392		010-00000-0-11100-42000-43000-466-3145-00	\$252.52		
Total Check Amount:								\$252.52		
031784	LEACH GROUP INC	PV-204787	12/2/2019		5		251-99620-0-00000-85000-62000-000-0145-00	\$1,995.00		
Total Check Amount:								\$1,995.00		
027949	LOWES INC	PV-204713	11/7/2019		901289 - 901285		010-81500-0-00000-81101-56000-466-0000-50	\$41.88		22
	LOWES INC	PV-204719	11/19/2019		908979		010-07200-0-11100-10000-43000-368-7305-00	\$100.00	H	22

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027949	LOWES INC	PV-204719	11/19/2019		908979		010-07200-0-11100-10000-43000-409-7305-00	\$100.00	H	22
	LOWES INC		11/19/2019		908979		010-07200-0-11100-10000-43000-466-7305-00	\$100.00	H	22
	LOWES INC	PV-204796	11/21/2019		901515		400-99901-0-00000-85000-61700-000-0161-00	\$55.50		22
	LOWES INC	PV-204812	11/1/2019	200544	901349		010-00000-0-00000-81101-43000-000-0000-50	\$241.59		22
	LOWES INC	PV-204813	11/19/2019	200544	901196		010-00000-0-00000-81101-43000-000-0000-50	\$53.44		22
	LOWES INC	PV-204814	11/12/2019	200771	902165		010-35500-0-61154-10000-43000-793-0000-40	\$34.97		22
	LOWES INC	PV-204816	10/25/2019	200318	901182		010-00000-0-00000-81101-43000-368-0000-50	\$59.63		22
	LOWES INC	PV-204817	10/31/2019	200318	901113		010-00000-0-00000-81101-43000-368-0000-50	\$41.10		22
	LOWES INC	PV-204818	11/1/2019	200318	901303		010-00000-0-00000-81101-43000-368-0000-50	\$35.94		22
	LOWES INC	PV-204819	11/6/2019	200318	901029		010-00000-0-00000-81101-43000-368-0000-50	\$8.22		22
	LOWES INC	PV-204822	10/25/2019	200315	901156		010-00000-0-00000-81101-43000-409-0000-50	\$14.98		22
	LOWES INC	PV-204823	10/31/2019	200315	901108		010-00000-0-00000-81101-43000-409-0000-50	\$64.22		22
	LOWES INC	PV-204824	11/8/2019	200315	902355		010-00000-0-00000-81101-43000-409-0000-50	\$110.36		22
	LOWES INC	PV-204825	11/15/2019	200315	901495		010-00000-0-00000-81101-43000-409-0000-50	\$43.35		22
	LOWES INC	PV-204827	11/22/2019	200313	10 INVS - SEE REMIT		010-00000-0-00000-81101-43000-466-0000-50	\$843.67		22
	LOWES INC	PV-204927	10/28/2019	200800	908762		110-63910-0-41100-82000-43000-000-0000-00	\$82.67		22
	LOWES INC	PV-204928	11/13/2019	200800	908245		110-63910-0-41100-82000-43000-000-0000-00	\$69.45		22
Total Check Amount:								\$2,100.97		
003317	MORRIS LEVIN & SON INC	PV-204721	11/15/2019		10783525		010-70100-0-38000-10000-43000-000-0000-40	\$145.17		
	MORRIS LEVIN & SON INC	PV-204722	11/13/2019		10783299-10783303		631-90100-0-00000-60000-43000-000-0000-00	\$93.89		
	MORRIS LEVIN & SON INC	PV-204724	11/18/2019		10783618		400-99901-0-00000-85000-61700-000-0161-00	\$51.66		
	MORRIS LEVIN & SON INC	PV-204726	11/27/2019		50087152		631-90100-0-00000-60000-56000-000-0000-00	\$910.73		
	MORRIS LEVIN & SON INC	PV-204727	11/22/2019	200250	4 INVS - SEE REMIT		010-00000-0-00000-81101-43000-409-0000-50	\$139.88		
	MORRIS LEVIN & SON INC	PV-204728	10/22/2019	200195	10781390 - 10781288		010-00000-0-00000-81101-43000-000-0013-50	\$174.16		
	MORRIS LEVIN & SON INC	PV-204729	11/7/2019	200079	10782838		110-63910-0-42200-10000-43000-000-0000-00	\$7.71		
	MORRIS LEVIN & SON INC	PV-204730	11/5/2019	200079	10782632		110-63910-0-42200-10000-43000-000-0000-00	\$24.22		
	MORRIS LEVIN & SON INC	PV-204731	11/5/2019	200079	10782632		110-63910-0-42200-10000-43000-000-0066-00	\$45.52		
	MORRIS LEVIN & SON INC	PV-204732	11/15/2019	200365	10783456		010-00000-0-00000-81101-43000-368-0000-50	\$22.58		
	MORRIS LEVIN & SON INC	PV-204733	10/1/2019	200461	10779580		010-00000-0-00000-81000-43000-466-0038-50	\$22.14		
	MORRIS LEVIN & SON INC	PV-204735	11/3/2019	200252	3 INVS - SEE REMIT		010-00000-0-00000-81101-43000-466-0000-50	\$97.74		
Total Check Amount:								\$1,735.40		
029819	NAMIFY	PV-204912	11/1/2019		SI-1929126		010-00000-0-11342-10000-43000-409-0000-00	\$1,203.83		
Amount Subject to Use Tax:						\$1,203.83	Use Tax Amount:	\$99.32		

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Total Check Amount:								\$1,203.83		
031933	NASCO	PV-204717	11/13/2019	200494	610446		010-31820-0-11100-10000-44000-649-0000-40	\$3,450.09		
Total Check Amount:								\$3,450.09		
031559	P&R PAPER SUPPLY COMPANY INC	PV-204679	12/2/2019	200310	10766508		130-53100-0-00000-37000-43000-466-0000-00	\$736.67		
	P&R PAPER SUPPLY COMPANY INC	PV-204680	12/2/2019	200311	10766326		130-53100-0-00000-37000-43000-409-0000-00	\$400.93		
	P&R PAPER SUPPLY COMPANY INC	PV-204681	12/2/2019	200312	10771612		130-53100-0-00000-37000-43000-368-0000-00	\$119.24	H	
Total Check Amount:								\$1,256.84		
028470	PALM OCCUPATIONAL MEDICINE INC	PV-204898	12/4/2019	200361	164874		010-00000-0-11100-36000-58000-000-0000-50	\$320.00		
Total Check Amount:								\$320.00		
024411	PEARSON EDUCATION INC	PV-204904	11/20/2019	201066	4026021575		010-63000-0-11100-10000-43000-409-0000-40	\$7,432.66		
Total Check Amount:								\$7,432.66		
018737	PEPSI COLA COMPANY LLC	PV-204688	12/5/2019	200289	22390005		130-53100-0-00000-37000-47000-466-8066-00	\$728.31		
	PEPSI COLA COMPANY LLC	PV-204689	12/5/2019	200289	22390006		130-53100-0-00000-37000-47000-466-8066-00	\$88.20		
Total Check Amount:								\$816.51		
004429	PHELPS INC , C.P.	PV-204720	10/4/2019		V212738		010-00000-0-00000-81101-43000-000-0010-50	\$173.89		
Total Check Amount:								\$173.89		
004647	QUINN COMPANY INC	CM-200075	9/13/2019	200186	PR000061434		010-00000-0-11100-36000-43000-000-0013-50	(\$226.69)		
	QUINN COMPANY INC	PV-204867	9/17/2019	200186	PC040135616		010-00000-0-11100-36000-43000-000-0013-50	\$901.28		
	QUINN COMPANY INC	PV-204868	10/21/2019		WON50015439-50015677		010-00000-0-11100-36000-56000-000-0000-50	\$6,686.80	D	
Total Check Amount:								\$7,361.39		
031588	RECOVERY RESOURCES	PV-204863	1/3/2020	200459	3559		010-31820-0-11100-10000-58000-793-0000-40	\$5,025.00	L	
	RECOVERY RESOURCES	PV-204864	1/3/2020	200773	3560		010-07200-0-11100-10000-58000-000-7314-00	\$11,075.00		
Total Check Amount:								\$16,100.00		
032417	RENFROE, BILL	PV-204744	1/2/2020		Refund		672-00000-0-00000-00000-86740-000-0098-00	\$458.40	G	

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Total Check Amount:								\$458.40		
032413	RODRIGUES, DENNIS	PV-204847	11/1/2019		634760		631-90100-0-00000-60000-56000-000-0000-00	\$100.00		
Total Check Amount:								\$100.00		
031738	SANCHEZ, LEANDRO	PV-204746	12/1/2019		HS Farm		631-90100-0-00000-60000-58000-000-0000-00	\$117.00		
Total Check Amount:								\$117.00		
021152	SANGER HIGH SCHOOL	PV-204878	1/7/2020		MissionOak wrestling		010-00000-0-11100-42000-43000-368-3150-00	\$300.00		
Total Check Amount:								\$300.00		
030405	SELF-INSURED SCHOOLS CA	PV-204871	1/1/2020	200148	State ID# 72249		672-00000-0-00000-60000-58000-000-0000-00	\$813,294.65		22
Total Check Amount:								\$813,294.65		
031334	SEQUOIA FLORAL INTERNATIONAL	PV-204747	12/9/2019		0924510-IN		010-35500-0-61154-10000-43000-000-4300-40	\$433.75		
Total Check Amount:								\$433.75		
021878	SEQUOIA TRUCK PARTS AND HOBBIE	PV-204696	12/25/2019	200943	579353/579365/579375		010-00000-0-11100-36000-43000-000-0013-50	\$240.88		
Total Check Amount:								\$240.88		
028889	SIERRA SANITATION INC	PV-204698	12/13/2019	200245	103706		010-00000-0-00000-82000-55003-368-0000-00	\$726.38		22
Total Check Amount:								\$726.38		
030863	SIGLER WHOLESALE DISTRIBUTORS	PV-204877	12/6/2019		INV-FRS19011439		010-00000-0-00000-81101-43000-409-0000-50	\$195.18		
Total Check Amount:								\$195.18		
020105	SKILLPATH SEMINARS INC	PV-204743	12/9/2019		2277323		010-00000-0-00000-21400-43000-000-0000-00	\$194.80		
Total Check Amount:								\$194.80		
028335	SMART & FINAL STORES CORP	PV-204701	12/18/2019	200049	044131		010-00000-0-11342-10000-43000-368-0000-00	\$89.63		
	SMART & FINAL STORES CORP	PV-204913	12/2/2019	200757	059900		110-63910-0-42500-10000-43000-000-0066-00	\$164.71		
	SMART & FINAL STORES CORP	PV-204914	12/3/2019	200757	050184		110-63910-0-42500-10000-43000-000-0066-00	\$226.18		
	SMART & FINAL STORES CORP	PV-204915	12/6/2019	200757	051001		110-63910-0-42500-10000-43000-000-0066-00	\$160.61		

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Total Check Amount:								\$641.13		
029527	SOUTH VALLEY MATERIALS INC	PV-204870	11/21/2019		482104/482186		010-35500-0-61127-10000-43000-000-4300-40	\$1,514.96		
Total Check Amount:								\$1,514.96		
031155	STALLION ATHLETIC BOOSTERS	PV-204742	12/6/2019		MissionOak Wrestling		010-00000-0-11100-42000-43000-368-3150-00	\$375.00		
Total Check Amount:								\$375.00		
024977	STAPLES.COM INC	PV-204702	12/19/2019	201132	2410589641		010-00000-0-00000-72000-53000-000-0000-00	\$25.00		
Total Check Amount:								\$25.00		
032400	TEACHER LEARNING CENTER	PV-204707	11/20/2019	201046	ZBNQ7P6LFPF		010-07200-0-00000-21400-52000-466-7310-00	\$367.50		
	TEACHER LEARNING CENTER	PV-204708	11/20/2019	201046	ZBNQ7P6LFPF		010-07200-0-00000-21400-52000-409-7310-00	\$183.75		
	TEACHER LEARNING CENTER	PV-204709	11/20/2019	201046	ZBNQ7P6LFPF		010-07200-0-00000-21400-52000-145-7310-00	\$551.25		
	TEACHER LEARNING CENTER	PV-204711	11/20/2019	201046	ZBNQ7P6LFPF		010-00000-0-00000-21400-52000-793-0000-00	\$367.50		
Total Check Amount:								\$1,470.00		
029933	TETER LLP	PV-204907	12/5/2019		48113		251-99620-0-00000-85000-62000-000-0145-00	\$13,314.82	E	22
	TETER LLP	PV-204908	12/5/2019		48101		251-99620-0-00000-85000-62000-000-0145-00	\$2,427.50	N	22
Total Check Amount:								\$15,742.32		
016956	THARP INC, E. M.	PV-204872	12/27/2019	200091	See remit		010-00000-0-11100-36000-43000-000-0013-50	\$4,879.03		
Total Check Amount:								\$4,879.03		
022291	THYSSEN KRUPP ELEVATOR CORP	PV-204712	12/1/2019	200140	3004957728		010-81500-0-00000-81000-56000-409-0000-50	\$261.06		22
Total Check Amount:								\$261.06		
032128	TRILOGY MEDWASTE WEST LLC	PV-204736	11/30/2019	200713	335702		010-00000-0-00000-81000-58000-000-0069-50	\$95.00		
Total Check Amount:								\$95.00		
000078	TULARE ADVANCE REGISTER INC	PV-204741	12/2/2019		AR0088527		010-00000-0-00000-72000-43000-000-0000-00	\$207.06		
Total Check Amount:								\$207.06		
019699	TULARE CO OFFICE EDUCATION	PV-204705	12/17/2019	200906	201104		010-42030-0-00000-21400-52000-368-0000-40	\$1,400.00		

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019699	TULARE CO OFFICE EDUCATION	PV-204706	11/26/2019		200936		010-00000-0-00000-21400-52000-000-0000-00	\$120.00		
Total Check Amount:								\$1,520.00		
023080	TULARE CO SHERIFFS OFFICE	PV-204734	12/9/2019	201131	Agreement 29291		010-00000-0-11100-31300-51000-000-0000-00	\$13,147.52		
Total Check Amount:								\$13,147.52		
031781	TULARE GOLF COURSE LLC	PV-204873	12/23/2019		125 Tul Western		010-00000-0-11100-10000-56000-466-0000-00	\$2,500.00		
Total Check Amount:								\$2,500.00		
030365	TULARE POOL SUPPLY	PV-204875	12/27/2019	200636	1912371202		010-00000-0-00000-81000-43000-409-0038-50	\$17.27		
	TULARE POOL SUPPLY	PV-204876	12/27/2019	200710	1912371201		010-00000-0-00000-82000-43000-466-0038-50	\$103.70		
Total Check Amount:								\$120.97		
027407	TULARE-KINGS MUSIC ED ASSN INC	PV-204691	1/3/2020		Tulare Western		010-00000-0-11342-10000-43000-466-0000-00	\$75.00		
	TULARE-KINGS MUSIC ED ASSN INC	PV-204695	1/3/2020		Mission Oak		010-00000-0-11342-10000-43000-368-0000-00	\$75.00		
Total Check Amount:								\$150.00		
028469	TURNING POINT CENTRAL CA INC	PV-204700	12/13/2019	200995	1910107		010-56402-0-11100-10000-58000-000-0000-40	\$675.00		
Total Check Amount:								\$675.00		
031922	U.S.BANK NATIONAL ASSOCIATION	CM-200072	11/25/2019	200401	4866-9129-0000-4327		010-00000-0-00000-71100-52000-000-0000-00	(\$200.00)		22
	U.S.BANK NATIONAL ASSOCIATION	CM-200073	11/25/2019	200749	4866-9110-0004-4167		010-73110-0-00000-21400-52000-000-0000-40	(\$695.00)		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204792	11/25/2019	201130	4866-9125-0000-4743		010-00000-0-00000-72000-43000-000-0000-00	\$89.30		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204793	11/25/2019	200401	4866-9129-0000-4327		010-00000-0-00000-72000-43000-000-0000-00	\$122.81		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204794	11/25/2019	200401	4866-9129-0000-4327		010-00000-0-00000-71100-43000-000-0000-00	\$321.43		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204795	11/25/2019	200401	4866-9129-0000-4327		010-00000-0-00000-71500-52000-000-0000-00	\$1,310.52		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204801	11/25/2019	201007	4866-9110-0004-4167		010-00000-0-11100-10000-52000-466-0000-00	\$630.00		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204802	11/25/2019	200785	4866-9110-0004-4167		130-53100-0-00000-37000-43000-000-0000-00	\$116.00		22
Amount Subject to Use Tax:						\$109.00	Use Tax Amount:	\$8.99		
	U.S.BANK NATIONAL ASSOCIATION	PV-204803	11/25/2019	201052	4866-9110-0004-4167		110-39130-0-41100-21400-52000-000-0000-00	\$1,344.87		22

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031922	U.S.BANK NATIONAL ASSOCIATION	PV-204810	11/25/2019	200885	4866-9110-0004-4167		010-63870-0-00000-21400-52000-000-0000-40	\$449.58		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204811	11/25/2019	201059	4866-9110-0004-4167		130-53100-0-00000-37000-52000-000-0000-00	\$679.44		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204815	11/25/2019	201041	4866-9110-0004-4167		010-07200-0-00000-21400-52000-000-7102-00	\$750.06		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204820	11/25/2019	200993	4866-9110-0004-4167		010-35500-0-00000-21400-52000-409-0000-40	\$68.02		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204821	11/25/2019	201039	4866-9110-0004-4167		010-07200-0-00000-21400-52000-000-7102-00	\$450.00		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204826	11/25/2019	201044	4866-9110-0004-4167		110-39130-0-41100-21400-52000-000-0000-00	\$364.55		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204829	11/25/2019	200749	4866-9110-0004-4167		010-73110-0-00000-21400-52000-000-0000-40	\$658.00		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204833	11/25/2019	201070	4866-9110-0004-4167		010-07200-0-00000-21400-52000-000-7310-00	\$1,115.60	B	22
	U.S.BANK NATIONAL ASSOCIATION	PV-204841	11/25/2019	200924	4866-9110-0004-4167		010-63870-0-00000-21400-52000-000-0000-40	\$179.62		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204842	11/25/2019		4866-9110-0004-4167		010-00000-0-00000-21400-52000-000-0000-00	\$488.00		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204848	11/25/2019	201151	4866-9110-0004-4167		010-00000-0-00000-72000-43000-000-0000-00	\$250.00		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204849	11/25/2019	201079	4866-9110-0004-4167		130-53100-0-00000-37000-43000-409-0000-00	\$311.40		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204850	11/25/2019	201130	4866-9110-0004-4167		010-00000-0-00000-21400-52000-000-0000-00	\$245.76		22
	U.S.BANK NATIONAL ASSOCIATION	PV-204869	11/25/2019		4866-9125-0000-4743		010-00000-0-00000-21400-52000-000-0000-00	\$1,068.00		22
Total Check Amount:								\$10,117.96		
028182	US BANK EQ FINANCE INC	PV-204714	12/17/2019	200508	402543888		010-00000-0-00000-91000-74390-000-0000-00	\$3,636.03	G	
Total Check Amount:								\$3,636.03		
031111	USA WASTE OF CALIFORNIA INC	PV-204737	1/1/2020	200243	CustID17-01565-83002		010-00000-0-00000-82000-55003-793-0000-00	\$544.08		
Total Check Amount:								\$544.08		
031594	VALLEY PRECISION GRADING, INC	PV-204725	12/19/2019	201006	3212		400-99901-0-00000-85000-61700-000-0162-00	\$17,531.45	A	
Total Check Amount:								\$17,531.45		
016116	VIP PIZZA	PV-204723	12/5/2019		83943		010-56402-0-11100-10000-43000-466-0000-40	\$44.69		
Total Check Amount:								\$44.69		
021402	WARDS SCIENCE INC	PV-204738	11/25/2019	200672	8088419126		010-07200-0-11100-10000-43000-466-7110-00	\$538.58		

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Batch No 401

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
021402	WARDS SCIENCE INC	PV-204739	11/26/2019	200672	8088435222		010-07200-0-11100-10000-43000-466-7110-00	\$204.68		
Total Check Amount:								\$743.26		
031435	WESTAIR GASES AND EQUIPMENT	PV-204704	11/1/2019		10958041		010-35500-0-61127-10000-43000-000-4300-40	\$1,441.37		
Total Check Amount:								\$1,441.37		
027135	WESTIN HOTEL INC LONG BEACH	PV-204920	12/6/2019		Conf #84790771		010-73110-0-00000-21400-52000-000-0000-40	\$1,158.37		
Total Check Amount:								\$1,158.37		
032199	WEX BANK	PV-204929	12/23/2019	200507	Acct0496-00-527101-0		010-00000-0-00000-81101-43000-000-0010-50	\$230.16		23
Total Check Amount:								\$230.16		
029022	WHITES MUSIC CENTER INC VISALI	PV-204740	12/20/2019	200764	546084		010-41280-0-11100-10000-44000-466-0000-40	\$705.79		22
Total Check Amount:								\$705.79		

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Batch No 401

Vendor No	Vendor Name	Reference	Invoice			Separate				
		Number	Date	PO #	Invoice No	Check	Account Code	Amount	Audit	EFT

Total District Payment Amount: \$1,209,557.32

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Batch No 401

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT

Batch No 401

Total Accounts Payable:

\$1,209,557.32

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 1,209,557.32 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

 Authorizing Signature

 Date

Fund Summary	Total
010	\$171,823.56
110	\$29,298.37
130	\$41,147.02
251	\$17,737.32
400	\$23,957.19
631	\$12,431.71
671	\$99,409.10
672	\$813,753.05
Total	\$1,209,557.32

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Vendor	Resource Title	Amount	Purchase Order
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
TULARE ADVANCE REGISTER INC	Unrestricted Resources	\$82.96	200,420
Total Amount For Pay Vouchers:		\$82.96	
Total Amount for Object 430000:		\$82.96	
Total Amount for Fund 0100:		\$82.96	
Fund: 4000			
620000 Buildings and Improvement of Buildings			
Pay Vouchers			
JORGENSEN & COMPANY INC	Capital/Building Project #1	\$308.51	0
Total Amount For Pay Vouchers:		\$308.51	
Total Amount for Object 620000:		\$308.51	
Total Amount for Fund 4000:		\$308.51	
Fund: 2510			
620000 Buildings and Improvement of Buildings			
Pay Vouchers			
LANGE PLUMBING SUPPLY INC	Developer Mitigation Fees	\$89.04	0
Total Amount For Pay Vouchers:		\$89.04	
Total Amount for Object 620000:		\$89.04	
Total Amount for Fund 2510:		\$89.04	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
PHELPS INC , C.P.	Unrestricted Resources	\$1,635.30	200,398

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Vendor	Resource Title	Amount	Purchase Order
Total Amount For Pay Vouchers:		\$1,635.30	
Total Amount for Object 430000:		\$1,635.30	
Total Amount for Fund 0100:		\$1,635.30	
Fund: 1300			
430000 Materials and Supplies			
Pay Vouchers			
PHELPS INC , C.P.	Child Nutrition - School Programs	\$14.55	200,751
Total Amount For Pay Vouchers:		\$14.55	
Total Amount for Object 430000:		\$14.55	
Total Amount for Fund 1300:		\$14.55	
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers			
PHELPS INC , C.P.	Adult Education Block Grant Program, Assembly I	\$80.29	200,166
Total Amount For Pay Vouchers:		\$80.29	
Total Amount for Object 430000:		\$80.29	
Total Amount for Fund 1100:		\$80.29	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
PHELPS INC , C.P.	Unrestricted Resources	\$1,076.37	200,397
Total Amount For Pay Vouchers:		\$1,076.37	
Total Amount for Object 430000:		\$1,076.37	
550010 Gas			
Pay Vouchers			

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Vendor	Resource Title	Amount	Purchase Order
GAS COMPANY INC, THE	Unrestricted Resources	\$38,088.46	200,400
	Total Amount For Pay Vouchers:	\$38,088.46	
	Total Amount for Object 550010:	\$38,088.46	
	Total Amount for Fund 0100:	\$39,164.83	
Fund: 1100			
550010 Gas			
Pay Vouchers			
GAS COMPANY INC, THE	Adult Education Block Grant Program, Assembly I	\$1,111.32	200,400
	Total Amount For Pay Vouchers:	\$1,111.32	
	Total Amount for Object 550010:	\$1,111.32	
	Total Amount for Fund 1100:	\$1,111.32	
Fund: 6310			
550010 Gas			
Pay Vouchers			
GAS COMPANY INC, THE	Other Restricted Local	\$149.86	200,400
	Total Amount For Pay Vouchers:	\$149.86	
	Total Amount for Object 550010:	\$149.86	
	Total Amount for Fund 6310:	\$149.86	
Fund: 1100			
550010 Gas			
Pay Vouchers			
GAS COMPANY INC, THE	Adult Education Block Grant Program, Assembly I	\$99.33	200,400
	Total Amount For Pay Vouchers:	\$99.33	
	Total Amount for Object 550010:	\$99.33	
	Total Amount for Fund 1100:	\$99.33	

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Vendor	Resource Title	Amount	Purchase Order
Fund: 0100			
550010 Gas			
Pay Vouchers			
GAS COMPANY INC, THE	Unrestricted Resources	\$340.85	200,400
	Total Amount For Pay Vouchers:	\$340.85	
	Total Amount for Object 550010:	\$340.85	
	Total Amount for Fund 0100:	\$340.85	
Fund: 1100			
550010 Gas			
Pay Vouchers			
GAS COMPANY INC, THE	Adult Education Block Grant Program, Assembly I	\$1,054.32	200,400
	Total Amount For Pay Vouchers:	\$1,054.32	
	Total Amount for Object 550010:	\$1,054.32	
	Total Amount for Fund 1100:	\$1,054.32	
Fund: 0100			
550010 Gas			
Pay Vouchers			
GAS COMPANY INC, THE	Unrestricted Resources	\$1,035.44	200,400
	Total Amount For Pay Vouchers:	\$1,035.44	
	Total Amount for Object 550010:	\$1,035.44	
950250 State Unemployment Insurance Payable			
Pay Vouchers			
EMPLOYMENT DEVELOPMENT	Unrestricted Resources	\$6,119.61	0
	Total Amount For Pay Vouchers:	\$6,119.61	
	Total Amount for Object 950250:	\$6,119.61	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Fund 0100:		\$7,155.05	
Fund: 2510			
950500 Other Current Liabilities			
Pay Vouchers			
TULARE CITY SCHOOL DISTRICT	Developer Mitigation Fee Clearing	\$4,851.21	0
Total Amount For Pay Vouchers:		\$4,851.21	
Total Amount for Object 950500:		\$4,851.21	
Total Amount for Fund 2510:		\$4,851.21	
Fund: 0100			
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
T F TIRE & SERVICE INC	Unrestricted Resources	\$2,896.08	0
Total Amount For Pay Vouchers:		\$2,896.08	
Total Amount for Object 560000:		\$2,896.08	
430000 Materials and Supplies			
Pay Vouchers			
T F TIRE & SERVICE INC	Unrestricted Resources	\$920.67	0
Total Amount For Pay Vouchers:		\$920.67	
Total Amount for Object 430000:		\$920.67	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
TULARE GLASS CO INC	Unrestricted Resources	\$715.29	200,097
Total Amount For Pay Vouchers:		\$715.29	
Total Amount for Object 560000:		\$715.29	
520000 Travel and Conferences			

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Vendor	Resource Title	Amount	Purchase Order
Pay Vouchers TULARE JT UNION HIGH SCH DIST	Unrestricted Resources	\$550.00	0
	Total Amount For Pay Vouchers:	\$550.00	
	Total Amount for Object 520000:	\$550.00	
430000 Materials and Supplies			
Pay Vouchers TULARE JT UNION HIGH SCH DIST	LCAP Unduplicated Count Expenditures	\$4,061.13	0
	Total Amount For Pay Vouchers:	\$4,061.13	
	Total Amount for Object 430000:	\$4,061.13	
520000 Travel and Conferences			
Pay Vouchers TULARE JT UNION HIGH SCH DIST	Classified Employee Prof Dev Block Grant (AB180	\$28.00	0
	Total Amount For Pay Vouchers:	\$28.00	
	Total Amount for Object 520000:	\$28.00	
550030 Water/Sewer			
Pay Vouchers CITY OF TULARE	Unrestricted Resources	\$20,042.68	200,502
	Total Amount For Pay Vouchers:	\$20,042.68	
	Total Amount for Object 550030:	\$20,042.68	
	Total Amount for Fund 0100:	\$29,213.85	
Fund: 1100			
550030 Water/Sewer			
Pay Vouchers CITY OF TULARE	Adult Education Block Grant Program, Assembly I	\$2,584.18	200,502
	Total Amount For Pay Vouchers:	\$2,584.18	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Object 550030:		\$2,584.18	
Total Amount for Fund 1100:		\$2,584.18	
Fund: 0100			
550030 Water/Sewer			
Pay Vouchers			
CITY OF TULARE	Unrestricted Resources	\$2,872.08	200,502
Total Amount For Pay Vouchers:		\$2,872.08	
Total Amount for Object 550030:		\$2,872.08	
430000 Materials and Supplies			
Pay Vouchers			
TURNUPSEED ELECTRIC INC	Unrestricted Resources	\$13.29	200,145
Total Amount For Pay Vouchers:		\$13.29	
Total Amount for Object 430000:		\$13.29	
950300 Use Tax Payable			
Pay Vouchers			
STATE BOARD OF EQUALIZATION	Unrestricted Resources	\$3,905.00	200,259
Total Amount For Pay Vouchers:		\$3,905.00	
Total Amount for Object 950300:		\$3,905.00	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
TIESIERA FORD MERCURY INC	Unrestricted Resources	\$130.00	0
Total Amount For Pay Vouchers:		\$130.00	
Total Amount for Object 560000:		\$130.00	
430000 Materials and Supplies			
Pay Vouchers			

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Vendor	Resource Title	Amount	Purchase Order
BLICK ART SUPPLIES INC, DICK	Unrestricted Resources	\$1,777.33	200,981
SCHOOL SERVICES OF CA INC	Unrestricted Resources	\$250.00	0
ENVIRO CLEAN SANITATION SUPPLY	Unrestricted Resources	\$1,165.04	200,192
Total Amount For Pay Vouchers:		\$3,192.37	
Credit Memos			
ENVIRO CLEAN SANITATION SUPPLY	Unrestricted Resources	(\$3,482.84)	200,192
Total Amount For Credit Memos:		(\$3,482.84)	
Pay Vouchers			
ENVIRO CLEAN SANITATION SUPPLY	Unrestricted Resources	\$5,550.05	201,113
Total Amount For Pay Vouchers:		\$5,550.05	
Credit Memos			
ENVIRO CLEAN SANITATION SUPPLY	Unrestricted Resources	(\$1,523.80)	201,113
Total Amount For Credit Memos:		(\$1,523.80)	
Total Amount for Object 430000:		\$3,735.78	
580000 Professional/Consulting Services and Operating Expe			
Pay Vouchers			
LOZANO SMITH	Unrestricted Resources	\$5,305.12	0
Total Amount For Pay Vouchers:		\$5,305.12	
Total Amount for Object 580000:		\$5,305.12	
430000 Materials and Supplies			
Pay Vouchers			
EWING IRRIGATION INC	Unrestricted Resources	\$2,245.34	200,209
Total Amount For Pay Vouchers:		\$2,245.34	
Total Amount for Object 430000:		\$2,245.34	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			

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Vendor	Resource Title	Amount	Purchase Order
THARP INC, E. M.	Unrestricted Resources	\$2,284.39	0
	Total Amount For Pay Vouchers:	\$2,284.39	
	Total Amount for Object 560000:	\$2,284.39	
430000 Materials and Supplies			
Credit Memos			
THARP INC, E. M.	Unrestricted Resources	(\$7.72)	200,091
	Total Amount For Credit Memos:	(\$7.72)	
	Total Amount for Object 430000:	(\$7.72)	
	Total Amount for Fund 0100:	\$20,483.28	
Fund: 1100			
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
AAA QUALITY SERVICES INC	Adult Education Block Grant Program, Assembly I	\$223.45	0
	Total Amount For Pay Vouchers:	\$223.45	
	Total Amount for Object 560000:	\$223.45	
	Total Amount for Fund 1100:	\$223.45	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
APPLIED INDUSTRIAL TECH	Unrestricted Resources	\$241.94	0
A-Z BUS SALES INC	Unrestricted Resources	\$944.48	200,290
B & J COMMUNICATIONS	Unrestricted Resources	\$106.39	0
MID-VALLEY PIPE & SUPPLY	Unrestricted Resources	\$1,890.22	0
	Total Amount For Pay Vouchers:	\$3,183.03	
	Total Amount for Object 430000:	\$3,183.03	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Fund 0100:		\$3,183.03	
Fund: 1300			
470000 Food			
Pay Vouchers			
DOMINOS PIZZA INC	Child Nutrition - School Programs	\$6,303.75	200,237
Total Amount For Pay Vouchers:		\$6,303.75	
Total Amount for Object 470000:		\$6,303.75	
Total Amount for Fund 1300:		\$6,303.75	
Fund: 0100			
520000 Travel and Conferences			
Pay Vouchers			
TULARE CO OFFICE EDUCATION	NCLB: Title III Limited English Proficient (LEP) St	\$1,600.00	200,890
Total Amount For Pay Vouchers:		\$1,600.00	
Total Amount for Object 520000:		\$1,600.00	
430000 Materials and Supplies			
Pay Vouchers			
STATE BOARD OF EQUALIZATION	Unrestricted Resources	\$195.00	200,261
Total Amount For Pay Vouchers:		\$195.00	
Total Amount for Object 430000:		\$195.00	
580000 Professional/Consulting Services and Operating Expe			
Pay Vouchers			
STATE BOARD OF EQUALIZATION	Unrestricted Resources	\$1,375.62	0
Total Amount For Pay Vouchers:		\$1,375.62	
Total Amount for Object 580000:		\$1,375.62	
Total Amount for Fund 0100:		\$3,170.62	

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Vendor	Resource Title	Amount	Purchase Order
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers			
BARNES WELDING SUPPLY INC	Adult Education Block Grant Program, Assembly I	\$88.93	200,246
	Total Amount For Pay Vouchers:	\$88.93	
	Total Amount for Object 430000:	\$88.93	
	Total Amount for Fund 1100:	\$88.93	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
BUCHANAN HIGH SCHOOL	Unrestricted Resources	\$500.00	0
	Total Amount For Pay Vouchers:	\$500.00	
	Total Amount for Object 430000:	\$500.00	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
THYSSEN KRUPP ELEVATOR CORP	Ongoing and Major Maintenance: Restricted Mair	\$808.82	200,139
	Total Amount For Pay Vouchers:	\$808.82	
	Total Amount for Object 560000:	\$808.82	
	Total Amount for Fund 0100:	\$1,308.82	
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers			
ARAMARK UNIFORM SERVICES INC	Adult Education Block Grant Program, Assembly I	\$1,992.00	200,793
	Total Amount For Pay Vouchers:	\$1,992.00	
	Total Amount for Object 430000:	\$1,992.00	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Fund 1100:		\$1,992.00	
Fund: 0100			
560000	Rentals, Leases, Repairs and Non-Capitalized Improv		
Pay Vouchers			
ARAMARK UNIFORM SERVICES INC	Ongoing and Major Maintenance: Restricted Mair	\$470.00	200,124
Total Amount For Pay Vouchers:		\$470.00	
Total Amount for Object 560000:		\$470.00	
430000	Materials and Supplies		
Pay Vouchers			
MONROE SYSTEMS FOR BUSINESS IN	Unrestricted Resources	\$59.85	201,048
LUIS NURSERY	Carl D. Perkins Career and Technical Education:-\	\$494.65	0
Total Amount For Pay Vouchers:		\$554.50	
Total Amount for Object 430000:		\$554.50	
440000	Non-Capitalized Equipment		
Pay Vouchers			
DIVERSIFIED METAL FABRICATORS	Unrestricted Resources	\$8,461.25	200,866
Total Amount For Pay Vouchers:		\$8,461.25	
Total Amount for Object 440000:		\$8,461.25	
Total Amount for Fund 0100:		\$9,485.75	
Fund: 1300			
470000	Food		
Pay Vouchers			
STATE BOARD OF EQUALIZATION	Child Nutrition - School Programs	\$351.00	200,260
Total Amount For Pay Vouchers:		\$351.00	
Total Amount for Object 470000:		\$351.00	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Fund 1300:		\$351.00	
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers			
STATE BOARD OF EQUALIZATION	Adult Education Block Grant Program, Assembly I	\$482.00	200,260
Total Amount For Pay Vouchers:		\$482.00	
Total Amount for Object 430000:		\$482.00	
Total Amount for Fund 1100:		\$482.00	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
DINUBA HIGH SCHOOL	Unrestricted Resources	\$775.00	0
Total Amount For Pay Vouchers:		\$775.00	
Total Amount for Object 430000:		\$775.00	
440000 Non-Capitalized Equipment			
Credit Memos			
GOV CONNECTION INC	Capital/Building Project #5	(\$1,136.63)	200,367
Total Amount For Credit Memos:		(\$1,136.63)	
Total Amount for Object 440000:		(\$1,136.63)	
Total Amount for Fund 0100:		(\$361.63)	
Fund: 4000			
620000 Buildings and Improvement of Buildings			
Pay Vouchers			
GOV CONNECTION INC	Capital/Building Project #1	\$1,020.35	201,049
Total Amount For Pay Vouchers:		\$1,020.35	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Object 620000:		\$1,020.35	
Total Amount for Fund 4000:		\$1,020.35	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
GOV CONNECTION INC	Unrestricted Resources	\$3,383.85	200,935
Total Amount For Pay Vouchers:		\$3,383.85	
Total Amount for Object 430000:		\$3,383.85	
440000 Non-Capitalized Equipment			
Pay Vouchers			
GOV CONNECTION INC	Capital/Building Project #5	\$1,050.00	200,367
Total Amount For Pay Vouchers:		\$1,050.00	
Total Amount for Object 440000:		\$1,050.00	
430000 Materials and Supplies			
Pay Vouchers			
JACKS GIT & GO INC	Unrestricted Resources	\$1,896.71	0
DONUT FACTORY	Unrestricted Resources	\$83.92	200,229
Total Amount For Pay Vouchers:		\$1,980.63	
Total Amount for Object 430000:		\$1,980.63	
530000 Dues and Memberships			
Pay Vouchers			
COSTCO WHOLESALE MEMBERSHIP IN	Unrestricted Resources	\$120.00	0
Total Amount For Pay Vouchers:		\$120.00	
Total Amount for Object 530000:		\$120.00	
440000 Non-Capitalized Equipment			

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Vendor	Resource Title	Amount	Purchase Order
Pay Vouchers WOODWIND-BRASSWIND INC	Student Support & Academic Enrichment Grant	\$2,921.67	200,753
	Total Amount For Pay Vouchers:	\$2,921.67	
	Total Amount for Object 440000:	\$2,921.67	
580000 Professional/Consulting Services and Operating Exper			
Pay Vouchers WELLS FARGO BANK INC	Unrestricted Resources	\$500.00	0
	Total Amount For Pay Vouchers:	\$500.00	
	Total Amount for Object 580000:	\$500.00	
440000 Non-Capitalized Equipment			
Pay Vouchers CA TURF EQUIPMENT & SUPPLY INC	Ongoing and Major Maintenance: Restricted Mair	\$949.99	0
	Total Amount For Pay Vouchers:	\$949.99	
	Total Amount for Object 440000:	\$949.99	
430000 Materials and Supplies			
Pay Vouchers CA TURF EQUIPMENT & SUPPLY INC	Unrestricted Resources	\$916.67	200,218
	Total Amount For Pay Vouchers:	\$916.67	
Credit Memos BUS WEST INC	Unrestricted Resources	(\$125.58)	200,296
	Total Amount For Credit Memos:	(\$125.58)	
Pay Vouchers BUS WEST INC	Unrestricted Resources	\$1,687.73	200,296
LOWES INC	Carl D. Perkins Career and Technical Education:-1	\$1,021.94	200,771
TRIARCO ARTS & CRAFTS LLC	Unrestricted Resources	\$76.51	201,001
FASTENAL COMPANY INC	Agricultural Vocational Education	\$65.59	0

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Vendor	Resource Title	Amount	Purchase Order
Total Amount For Pay Vouchers:		\$2,851.77	
Total Amount for Object 430000:		\$3,642.86	
520000 Travel and Conferences			
Pay Vouchers			
ALVAREZ, ANDREW	Unrestricted Resources	\$20.88	0
Total Amount For Pay Vouchers:		\$20.88	
Total Amount for Object 520000:		\$20.88	
430000 Materials and Supplies			
Pay Vouchers			
BUDDYS ALLSTARS INC	Unrestricted Resources	\$4,415.14	201,029
SMART & FINAL STORES CORP	Unrestricted Resources	\$209.19	201,053
Total Amount For Pay Vouchers:		\$4,624.33	
Total Amount for Object 430000:		\$4,624.33	
Total Amount for Fund 0100:		\$19,194.21	
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers			
SMART & FINAL STORES CORP	Adult Education Block Grant Program, Assembly I	\$197.57	200,757
Total Amount For Pay Vouchers:		\$197.57	
Total Amount for Object 430000:		\$197.57	
Total Amount for Fund 1100:		\$197.57	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
SMART & FINAL STORES CORP	Unrestricted Resources	\$554.12	0

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Vendor	Resource Title	Amount	Purchase Order
Total Amount For Pay Vouchers:		\$554.12	
Total Amount for Object 430000:		\$554.12	
Total Amount for Fund 0100:		\$554.12	
Fund: 2510			
620000	Buildings and Improvement of Buildings		
Pay Vouchers			
AMERICAN INCORPORATED	Developer Mitigation Fees	\$68,681.90	0
Total Amount For Pay Vouchers:		\$68,681.90	
Total Amount for Object 620000:		\$68,681.90	
Total Amount for Fund 2510:		\$68,681.90	
Fund: 0100			
560000	Rentals, Leases, Repairs and Non-Capitalized Improv		
Pay Vouchers			
AMERICAN INCORPORATED	Ongoing and Major Maintenance: Restricted Mair	\$29,048.59	0
ENTERPRISE RENT-A-CAR CO	Unrestricted Resources	\$1,746.84	0
Total Amount For Pay Vouchers:		\$30,795.43	
Total Amount for Object 560000:		\$30,795.43	
Total Amount for Fund 0100:		\$30,795.43	
Fund: 2510			
950500	Other Current Liabilities		
Pay Vouchers			
LIBERTY ELEMENTARY	Developer Mitigation Fee Clearing	\$57,284.59	0
Total Amount For Pay Vouchers:		\$57,284.59	
Total Amount for Object 950500:		\$57,284.59	
Total Amount for Fund 2510:		\$57,284.59	

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Vendor	Resource Title	Amount	Purchase Order
Fund: 0100			
520000 Travel and Conferences			
Pay Vouchers			
GARCIA, ANN	Unrestricted Resources	\$15.66	0
	Total Amount For Pay Vouchers:	\$15.66	
	Total Amount for Object 520000:	\$15.66	
430000 Materials and Supplies			
Pay Vouchers			
TRACTOR SUPPLY CO INC	Unrestricted Resources	\$270.61	200,144
	Total Amount For Pay Vouchers:	\$270.61	
	Total Amount for Object 430000:	\$270.61	
590000 Communications			
Pay Vouchers			
AT&T	Unrestricted Resources	\$432.08	200,425
	Total Amount For Pay Vouchers:	\$432.08	
	Total Amount for Object 590000:	\$432.08	
	Total Amount for Fund 0100:	\$718.35	
Fund: 1100			
590000 Communications			
Pay Vouchers			
AT&T	Adult Education Block Grant Program, Assembly I	\$1,651.98	200,425
	Total Amount For Pay Vouchers:	\$1,651.98	
	Total Amount for Object 590000:	\$1,651.98	
	Total Amount for Fund 1100:	\$1,651.98	
Fund: 0100			

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Vendor	Resource Title	Amount	Purchase Order
590000 Communications			
Pay Vouchers			
AT&T	Unrestricted Resources	\$1,434.07	200,425
	Total Amount For Pay Vouchers:	\$1,434.07	
	Total Amount for Object 590000:	\$1,434.07	
	Total Amount for Fund 0100:	\$1,434.07	
Fund: 2510			
620000 Buildings and Improvement of Buildings			
Pay Vouchers			
GRAYBAR ELECTRIC CO INC	Developer Mitigation Fees	\$849.32	0
	Total Amount For Pay Vouchers:	\$849.32	
	Total Amount for Object 620000:	\$849.32	
	Total Amount for Fund 2510:	\$849.32	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
MUSEUM OF TOLERANCE INC	Career Technical Education (CTE) Grant Program	\$367.50	0
	Total Amount For Pay Vouchers:	\$367.50	
	Total Amount for Object 430000:	\$367.50	
	Total Amount for Fund 0100:	\$367.50	
Fund: 1100			
520000 Travel and Conferences			
Pay Vouchers			
COMPREHENSIVE ADULT STU(CASAS)	Adult Basic Education: Priority 5 GED Services/Ac	\$125.00	201,018
	Total Amount For Pay Vouchers:	\$125.00	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Object 520000:		\$125.00	
Total Amount for Fund 1100:		\$125.00	
Fund: 6310			
430000	Materials and Supplies		
Pay Vouchers			
WASNICK BROS DAIRY SUPPLY INC	Other Restricted Local	\$1,123.22	200,436
Total Amount For Pay Vouchers:		\$1,123.22	
Total Amount for Object 430000:		\$1,123.22	
560000	Rentals, Leases, Repairs and Non-Capitalized Improv		
Pay Vouchers			
WASNICK BROS DAIRY SUPPLY INC	Other Restricted Local	\$596.77	200,436
Total Amount For Pay Vouchers:		\$596.77	
Total Amount for Object 560000:		\$596.77	
Total Amount for Fund 6310:		\$1,719.99	
Fund: 0100			
560000	Rentals, Leases, Repairs and Non-Capitalized Improv		
Pay Vouchers			
INFINITY COMMUNICATIONS & CONS	Unrestricted Resources	\$5,287.50	200,714
Total Amount For Pay Vouchers:		\$5,287.50	
Total Amount for Object 560000:		\$5,287.50	
430000	Materials and Supplies		
Pay Vouchers			
FOODS CO INC	Unrestricted Resources	\$528.44	200,591
Total Amount For Pay Vouchers:		\$528.44	
Total Amount for Object 430000:		\$528.44	

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Vendor	Resource Title	Amount	Purchase Order
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
TULARE RADIATOR SERVICE INC	Unrestricted Resources	\$280.00	200,662
	Total Amount For Pay Vouchers:	\$280.00	
	Total Amount for Object 560000:	\$280.00	
430000 Materials and Supplies			
Pay Vouchers			
INGRAM BAND SUPPLY LLC	Unrestricted Resources	\$494.10	0
	Total Amount For Pay Vouchers:	\$494.10	
	Total Amount for Object 430000:	\$494.10	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
INGRAM BAND SUPPLY LLC	Unrestricted Resources	\$4,266.19	0
	Total Amount For Pay Vouchers:	\$4,266.19	
	Total Amount for Object 560000:	\$4,266.19	
430000 Materials and Supplies			
Pay Vouchers			
TIFCO INDUSTRIES INC	Unrestricted Resources	\$1,511.55	201,008
	Total Amount For Pay Vouchers:	\$1,511.55	
	Total Amount for Object 430000:	\$1,511.55	
	Total Amount for Fund 0100:	\$12,367.78	
Fund: 1100			
430000 Materials and Supplies			
Pay Vouchers			
SCANTRON CORP	Adult Education Block Grant Program, Assembly I	\$845.00	201,026

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Vendor	Resource Title	Amount	Purchase Order
Total Amount For Pay Vouchers:		\$845.00	
Total Amount for Object 430000:		\$845.00	
Total Amount for Fund 1100:		\$845.00	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
JONES, DOUG	Unrestricted Resources	\$1,022.83	0
Total Amount For Pay Vouchers:		\$1,022.83	
Total Amount for Object 430000:		\$1,022.83	
580000 Professional/Consulting Services and Operating Exper			
Pay Vouchers			
SAMBA HOLDINGS INC	Unrestricted Resources	\$85.80	200,249
Total Amount For Pay Vouchers:		\$85.80	
Total Amount for Object 580000:		\$85.80	
430000 Materials and Supplies			
Pay Vouchers			
EASTBAY INC	Unrestricted Resources	\$4,707.48	200,973
Total Amount For Pay Vouchers:		\$4,707.48	
Total Amount for Object 430000:		\$4,707.48	
520000 Travel and Conferences			
Pay Vouchers			
O LEARY, JOHN	Spec. Ed.: IDEA Basic Grant Entitlement PL 101-4	\$33.52	0
Total Amount For Pay Vouchers:		\$33.52	
Total Amount for Object 520000:		\$33.52	
420000 Books and Other Reference Materials			

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Vendor	Resource Title	Amount	Purchase Order
Pay Vouchers SANTANA, DANNY	Unrestricted Resources	\$7.00	0
Total Amount For Pay Vouchers:		\$7.00	
Total Amount for Object 420000:		\$7.00	
Total Amount for Fund 0100:		\$5,856.63	
Fund: 6310			
430000 Materials and Supplies			
Pay Vouchers PARAGON PHARMACEUTICALS, INC	Other Restricted Local	\$37.38	0
Total Amount For Pay Vouchers:		\$37.38	
Total Amount for Object 430000:		\$37.38	
Total Amount for Fund 6310:		\$37.38	
Fund: 0100			
520000 Travel and Conferences			
Pay Vouchers ENRIQUEZ, NOE	Unrestricted Resources	\$18.01	0
Total Amount For Pay Vouchers:		\$18.01	
Total Amount for Object 520000:		\$18.01	
Total Amount for Fund 0100:		\$18.01	
Fund: 6310			
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers DOUBLE A DAIRY SERVICE INC	Other Restricted Local	\$434.78	0
Total Amount For Pay Vouchers:		\$434.78	
Total Amount for Object 560000:		\$434.78	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Fund 6310:		\$434.78	
Fund: 0100			
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
SCHOOL WEBMASTERS LLC	Unrestricted Resources	\$9,060.00	0
Total Amount For Pay Vouchers:		\$9,060.00	
Total Amount for Object 560000:		\$9,060.00	
Total Amount for Fund 0100:		\$9,060.00	
Fund: 4000			
620000 Buildings and Improvement of Buildings			
Pay Vouchers			
ROMANAZZI GENERAL ENGINEERING	Capital/Building Project #1	\$29,500.00	0
Total Amount For Pay Vouchers:		\$29,500.00	
Total Amount for Object 620000:		\$29,500.00	
Total Amount for Fund 4000:		\$29,500.00	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
COMPADRES BAR & GRILL INC	Unrestricted Resources	\$968.71	0
SOAPMAN OF KERN COUNTY PBE INC	Unrestricted Resources	\$178.61	200,088
Total Amount For Pay Vouchers:		\$1,147.32	
Total Amount for Object 430000:		\$1,147.32	
Total Amount for Fund 0100:		\$1,147.32	
Fund: 6310			
580000 Professional/Consulting Services and Operating Exper			

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Vendor	Resource Title	Amount	Purchase Order
Pay Vouchers ANGUIANO BREEDING SERVICE	Other Restricted Local	\$300.00	200,385
Total Amount For Pay Vouchers:		\$300.00	
Total Amount for Object 580000:		\$300.00	
Total Amount for Fund 6310:		\$300.00	
Fund: 0100			
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers WRIGHT BROS CONCRETE	Ongoing and Major Maintenance: Restricted Mair	\$7,256.00	0
Total Amount For Pay Vouchers:		\$7,256.00	
Total Amount for Object 560000:		\$7,256.00	
550010 Gas			
Pay Vouchers WATER DYNAMICS INC	Unrestricted Resources	\$1,622.73	201,124
Total Amount For Pay Vouchers:		\$1,622.73	
Total Amount for Object 550010:		\$1,622.73	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers SYNOVIA SOLUTIONS LLC	Unrestricted Resources	\$1,440.00	200,226
TULARE AUTOMOTIVE REPAIR	Unrestricted Resources	\$978.52	200,099
BATTERY PRO	Unrestricted Resources	\$421.57	0
Total Amount For Pay Vouchers:		\$2,840.09	
Total Amount for Object 560000:		\$2,840.09	
430000 Materials and Supplies			
Pay Vouchers			

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Vendor	Resource Title	Amount	Purchase Order
BATTERY PRO	Unrestricted Resources	\$571.24	200,219
	Total Amount For Pay Vouchers:	\$571.24	
	Total Amount for Object 430000:	\$571.24	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
AMPLIFIED IT LLC	Unrestricted Resources	\$1,916.55	201,167
	Total Amount For Pay Vouchers:	\$1,916.55	
	Total Amount for Object 560000:	\$1,916.55	
430000 Materials and Supplies			
Pay Vouchers			
CALIBUILT GRAPHICS	Unrestricted Resources	\$162.38	200,181
	Total Amount For Pay Vouchers:	\$162.38	
	Total Amount for Object 430000:	\$162.38	
420000 Books and Other Reference Materials			
Credit Memos			
AMAZON.COM LLC	Unrestricted Resources	(\$9.73)	200,647
	Total Amount For Credit Memos:	(\$9.73)	
Pay Vouchers			
AMAZON.COM LLC	Unrestricted Resources	\$323.30	200,647
	Total Amount For Pay Vouchers:	\$323.30	
	Total Amount for Object 420000:	\$313.57	
430000 Materials and Supplies			
Pay Vouchers			
FULL SPECTRUM LASER	Unrestricted Resources	\$645.00	200,926
U.S.BANK NATIONAL ASSOCIATION	Unrestricted Resources	\$17.15	200,015
	Total Amount For Pay Vouchers:	\$662.15	

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Vendor	Resource Title	Amount	Purchase Order
Total Amount for Object 430000:		\$662.15	
520000 Travel and Conferences			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Unrestricted Resources	\$6,969.20	200,940
Total Amount For Pay Vouchers:		\$6,969.20	
Total Amount for Object 520000:		\$6,969.20	
430000 Materials and Supplies			
Pay Vouchers			
U.S.BANK NATIONAL ASSOCIATION	Unrestricted Resources	\$331.35	200,430
Total Amount For Pay Vouchers:		\$331.35	
Total Amount for Object 430000:		\$331.35	
Total Amount for Fund 0100:		\$22,645.26	
Fund: 4000			
620000 Buildings and Improvement of Buildings			
Pay Vouchers			
MONTGOMERY HARDWARE CO	Capital/Building Project #1	\$1,283.41	0
Total Amount For Pay Vouchers:		\$1,283.41	
Total Amount for Object 620000:		\$1,283.41	
Total Amount for Fund 4000:		\$1,283.41	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
NASCO	Unrestricted Resources	\$1,017.39	200,989
Total Amount For Pay Vouchers:		\$1,017.39	
Total Amount for Object 430000:		\$1,017.39	

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Total Amount for Fund 0100:		\$1,017.39	
Fund: 6310			
430000 Materials and Supplies			
Pay Vouchers			
NUTRIEN AG SOLUTIONS INC	Unrestricted Resources	\$1,280.00	0
Total Amount For Pay Vouchers:		\$1,280.00	
Total Amount for Object 430000:		\$1,280.00	
Total Amount for Fund 6310:		\$1,280.00	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			
CHAMPLIN, CHANDALIN	Unrestricted Resources	\$278.97	0
Total Amount For Pay Vouchers:		\$278.97	
Total Amount for Object 430000:		\$278.97	
Total Amount for Fund 0100:		\$278.97	
Fund: 1100			
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
CARPET SHOPPE INC, THE	Adult Education Block Grant Program, Assembly I	\$4,851.00	0
Total Amount For Pay Vouchers:		\$4,851.00	
Total Amount for Object 560000:		\$4,851.00	
Total Amount for Fund 1100:		\$4,851.00	
Fund: 0100			
430000 Materials and Supplies			
Pay Vouchers			

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Vendor	Resource Title	Amount	Purchase Order
BURROWS INC, GARY V	Unrestricted Resources	\$7,881.75	201,161
	Total Amount For Pay Vouchers:	\$7,881.75	
	Total Amount for Object 430000:	\$7,881.75	
560000 Rentals, Leases, Repairs and Non-Capitalized Improv			
Pay Vouchers			
RAIN GUARD FIRE PROTECTION INC	Ongoing and Major Maintenance: Restricted Mair	\$450.00	0
	Total Amount For Pay Vouchers:	\$450.00	
	Total Amount for Object 560000:	\$450.00	
	Total Amount for Fund 0100:	\$8,331.75	
Fund: 6310			
580000 Professional/Consulting Services and Operating Experi			
Pay Vouchers			
RODRIGUES, DENNIS	Other Restricted Local	\$100.00	0
	Total Amount For Pay Vouchers:	\$100.00	
	Total Amount for Object 580000:	\$100.00	
	Total Amount for Fund 6310:	\$100.00	
Fund: 0100			
869900 All Other Local Revenue			
Pay Vouchers			
TIERSMA, BENJAMIN	Outlawed Checks	\$268.35	0
	Total Amount For Pay Vouchers:	\$268.35	
	Total Amount for Object 869900:	\$268.35	
410000 Approved Textbooks and Core Curricula Materials			
Pay Vouchers			
SANCHEZ, TERESA	Unrestricted Resources	\$13.55	0

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Vendor	Resource Title	Amount	Purchase Order
Total Amount For Pay Vouchers:		\$13.55	
Total Amount for Object 410000:		\$13.55	
430000	Materials and Supplies		
Pay Vouchers			
CHILITOS MEXICAN RESTAURANT IN	Unrestricted Resources	\$1,407.25	0
ALBRIGHT, AARON	Unrestricted Resources	\$600.00	0
Total Amount For Pay Vouchers:		\$2,007.25	
Total Amount for Object 430000:		\$2,007.25	
Total Amount for Fund 0100:		\$2,289.15	

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Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
018243	AAA QUALITY SERVICES INC	PV-205053	10/16/2019		141238		110-63910-0-41100-27000-56000-000-0000-00	\$223.45		22
Total Check Amount:								\$223.45		
032425	ALBRIGHT, AARON	PV-205033	11/21/2019		19-01-01		010-00000-0-11342-10000-43000-466-0000-00	\$600.00		
Total Check Amount:								\$600.00		
028092	ALVAREZ, ANDREW	PV-204945	1/8/2020		Sept - Dec Mileage		010-00000-0-11100-36000-52000-000-0000-50	\$20.88		
Total Check Amount:								\$20.88		
031827	AMAZON.COM LLC	CM-200077	9/19/2019	200647	1H3G-FYHM-DKQL		010-00000-0-11326-10000-42000-368-0000-00	(\$9.73)		22
	AMAZON.COM LLC	PV-205201	9/8/2019	200647	1NNG-DY9V-GL7D		010-00000-0-11326-10000-42000-368-0000-00	\$323.30		22
Amount Subject to Use Tax:						\$41.14	Use Tax Amount:	\$3.39		
Total Check Amount:								\$313.57		
028357	AMERICAN INCORPORATED	PV-204947	11/26/2019		5323280		251-99620-0-00000-85000-62000-000-0145-00	\$68,681.90	E	
	AMERICAN INCORPORATED	PV-204948	11/26/2019		5323278		010-81500-0-00000-81101-56000-466-0000-50	\$26,446.29	A	
	AMERICAN INCORPORATED	PV-204977	10/31/2019	200207	5323192		010-81500-0-00000-81000-56000-368-0000-50	\$2,602.30		
Total Check Amount:								\$97,730.49		
031640	AMPLIFIED IT LLC	PV-205152	1/9/2020	201167	17538		010-00000-0-00000-77000-56000-000-0000-00	\$1,916.55	D	
Total Check Amount:								\$1,916.55		
031351	ANGUIANO BREEDING SERVICE	PV-205038	12/23/2019	200385	Dec 0029		631-90100-0-00000-60000-58000-000-0000-00	\$300.00		
Total Check Amount:								\$300.00		
018810	APPLIED INDUSTRIAL TECH	PV-205165	10/10/2019		7017385066 701746790		010-00000-0-11100-36000-43000-000-0013-50	\$241.94		
Total Check Amount:								\$241.94		
022773	ARAMARK UNIFORM SERVICES INC	PV-204949	10/8/2019	200793	602283685		110-63910-0-41100-82000-43000-000-0000-00	\$110.35		22
	ARAMARK UNIFORM SERVICES INC	PV-204950	10/22/2019	200793	602298077		110-63910-0-41100-82000-43000-000-0000-00	\$105.75		22
	ARAMARK UNIFORM SERVICES INC	PV-204951	11/5/2019	200793	602312497		110-63910-0-41100-82000-43000-000-0000-00	\$104.60		22
	ARAMARK UNIFORM SERVICES INC	PV-204952	11/19/2019	200793	602326976		110-63910-0-41100-82000-43000-000-0000-00	\$104.60		22
	ARAMARK UNIFORM SERVICES INC	PV-204953	10/31/2019	200793	602279455		110-63910-0-42500-10000-43000-000-0000-00	\$281.55		22

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022773	ARAMARK UNIFORM SERVICES INC	PV-204954	10/10/2019		602286714		110-63910-0-42500-10000-43000-000-0000-00	\$345.65		22
	ARAMARK UNIFORM SERVICES INC	PV-204955	10/10/2019	200793	602286715		110-63910-0-41100-82000-43000-000-0000-00	\$155.65		22
	ARAMARK UNIFORM SERVICES INC	PV-204956	10/17/2019		602293890		110-63910-0-42500-10000-43000-000-0000-00	\$272.05		22
	ARAMARK UNIFORM SERVICES INC	PV-204957	10/24/2019		602301057		110-63910-0-42500-10000-43000-000-0000-00	\$350.40		22
	ARAMARK UNIFORM SERVICES INC	PV-204958	10/24/2019	200793	602301058		110-63910-0-41100-82000-43000-000-0000-00	\$161.40		22
	ARAMARK UNIFORM SERVICES INC	PV-204959	11/26/2019	200124	602333407		010-81500-0-00000-81000-56000-368-0000-50	\$117.50		22
	ARAMARK UNIFORM SERVICES INC	PV-204960	12/10/2019	200124	602347759		010-81500-0-00000-81000-56000-368-0000-50	\$117.50		22
	ARAMARK UNIFORM SERVICES INC	PV-204961	12/17/2019	200124	602354904		010-81500-0-00000-81000-56000-368-0000-50	\$117.50		22
	ARAMARK UNIFORM SERVICES INC	PV-204962	12/31/2019	200124	602369265		010-81500-0-00000-81000-56000-368-0000-50	\$117.50		22
Total Check Amount:								\$2,462.00		
028654	AT&T	PV-205100	1/1/2020	200425	9391027954		010-00000-0-11100-81000-59000-368-0000-00	\$186.33		
	AT&T	PV-205101	1/1/2020	200425	9391065878		010-00000-0-11100-81000-59000-466-0000-00	\$39.92		
	AT&T	PV-205102	1/1/2020	200425	9391027936		010-00000-0-11100-81000-59000-466-0000-00	\$19.72		
	AT&T	PV-205103	1/1/2020	200425	9391027928		010-00000-0-11100-81000-59000-466-0000-00	\$21.38		
	AT&T	PV-205104	1/1/2020	200425	9391027935		010-00000-0-11100-81000-59000-409-0000-00	\$21.38		
	AT&T	PV-205105	1/1/2020	200425	9391065877		010-00000-0-11100-81000-59000-409-0000-00	\$39.75		
	AT&T	PV-205106	1/1/2020	200425	9391027938		010-00000-0-11100-81000-59000-409-0000-00	\$60.84		
	AT&T	PV-205107	1/1/2020	200425	9391027956		010-00000-0-11100-81000-59000-409-0000-00	\$21.38		
	AT&T	PV-205108	1/1/2020	200425	9391027958		010-00000-0-11100-81000-59000-409-0000-00	\$21.38		
	AT&T	PV-205109	1/1/2020	200425	9391064284		110-63910-0-41100-81000-59000-000-0000-00	\$1,455.45		
	AT&T	PV-205110	1/1/2020	200425	9391027961		110-63910-0-41100-81000-59000-000-0000-00	\$180.76		
	AT&T	PV-205111	1/1/2020	200425	9391027950		110-63910-0-42200-81000-59000-000-0000-00	\$15.77		
	AT&T	PV-205112	1/1/2020	200425	9391064371		010-00000-0-00000-72000-59000-000-0000-00	\$45.49		
	AT&T	PV-205113	1/1/2020	200425	9391063209		010-00000-0-33000-81000-59000-708-0000-00	\$14.59		
	AT&T	PV-205114	1/1/2020	200425	9391064370		010-00000-0-11100-81000-59000-145-0000-00	\$192.23		
	AT&T	PV-205115	1/1/2020	200425	9391053568		010-00000-0-00000-77000-59000-000-0000-00	\$752.09		
	AT&T	PV-205117	1/1/2020	200425	9391060067		010-00000-0-00000-77000-59000-000-0000-00	\$429.67		
Total Check Amount:								\$3,518.13		
019481	A-Z BUS SALES INC	PV-204936	10/30/2019	200290	02P466999		010-00000-0-11100-36000-43000-000-0013-50	\$860.00		
Amount Subject to Use Tax:						\$860.00	Use Tax Amount:	\$70.95		

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019481	A-Z BUS SALES INC	PV-204937	10/30/2019	200290	01P687623		010-00000-0-11100-36000-43000-000-0013-50	\$84.48		
					Amount Subject to Use Tax:	\$84.48	Use Tax Amount:	\$6.97		
							Total Check Amount:	\$944.48		
019513	B & J COMMUNICATIONS	PV-205049	11/22/2019		19851		010-00000-0-11384-10000-43000-145-0000-00	\$106.39		
							Total Check Amount:	\$106.39		
020523	BARNES WELDING SUPPLY INC	PV-204979	12/31/2019	200246	91495073		110-63910-0-42200-10000-43000-000-0000-00	\$88.93		22
							Total Check Amount:	\$88.93		
031636	BATTERY PRO	PV-204981	10/29/2019		22370		010-00000-0-11100-36000-56000-000-0000-50	\$227.57		
	BATTERY PRO	PV-204982	11/20/2019		22548		010-00000-0-11100-36000-56000-000-0000-50	\$194.00		
	BATTERY PRO	PV-204983	12/19/2019	200302	22756		010-00000-0-11100-36000-43000-000-0013-50	\$138.48		
	BATTERY PRO	PV-204984	12/23/2019	200302	22777		010-00000-0-11100-36000-43000-000-0013-50	\$128.74		
	BATTERY PRO	PV-204986	1/8/2020	200219	22850		010-00000-0-00000-81101-43000-466-0000-50	\$165.54		
	BATTERY PRO	PV-204987	12/19/2019	200219	22760		010-00000-0-00000-81101-43000-466-0000-50	\$138.48		
							Total Check Amount:	\$992.81		
014024	BLICK ART SUPPLIES INC, DICK	PV-205032	10/29/2019	200967	2400803		010-00000-0-11304-10000-43000-409-0000-00	\$522.67		
	BLICK ART SUPPLIES INC, DICK	PV-205143	10/29/2019	200980	2398062		010-00000-0-11304-10000-43000-466-0066-00	\$1,049.97		
	BLICK ART SUPPLIES INC, DICK	PV-205145	10/31/2019	200981	2410348		010-00000-0-11304-10000-43000-466-0000-00	\$77.39		
	BLICK ART SUPPLIES INC, DICK	PV-205146	10/28/2019	200981	2393791		010-00000-0-11304-10000-43000-466-0000-00	\$127.30		
							Total Check Amount:	\$1,777.33		
021644	BUCHANAN HIGH SCHOOL	PV-205072	12/21/2019		MO Wrestling		010-00000-0-11100-42000-43000-368-3150-00	\$500.00		
							Total Check Amount:	\$500.00		
028252	BUDDYS ALLSTARS INC	PV-205056	9/3/2019	200644	44096-00		010-00000-0-11342-10000-43000-708-0000-00	\$205.66		
	BUDDYS ALLSTARS INC	PV-205057	10/17/2019	200644	44164-00		010-00000-0-11342-10000-43000-708-0000-00	\$192.32		
	BUDDYS ALLSTARS INC	PV-205058	11/4/2019	200644	51067-00		010-00000-0-11342-10000-43000-708-0000-00	\$75.32		
	BUDDYS ALLSTARS INC	PV-205059	11/5/2019	200644	44164-02		010-00000-0-11342-10000-43000-708-0000-00	\$481.50		
	BUDDYS ALLSTARS INC	PV-205060	10/25/2019	200644	44164-01		010-00000-0-11342-10000-43000-708-0000-00	\$84.44		
	BUDDYS ALLSTARS INC	PV-205061	10/1/2019	200644	44495-00		010-00000-0-11342-10000-43000-708-0000-00	\$679.21		
	BUDDYS ALLSTARS INC	PV-205062	11/14/2019	200644	44495-02		010-00000-0-11342-10000-43000-708-0000-00	\$98.72		
	BUDDYS ALLSTARS INC	PV-205063	11/12/2019	200644	44495-01		010-00000-0-11342-10000-43000-708-0000-00	\$226.03		

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028252	BUDDYS ALLSTARS INC	PV-205156	11/21/2019	201029	51070-00		010-00000-0-11100-42000-43000-466-3250-00	\$689.49		
	BUDDYS ALLSTARS INC	PV-205159	10/4/2019	200841	44269-00		010-00000-0-11100-42000-43000-368-3020-00	\$1,682.45		
Total Check Amount:								\$4,415.14		
032299	BURROWS INC, GARY V	PV-204938	10/31/2019	201161	44709		010-00000-0-11100-36000-43000-000-0010-50	\$3,700.22		
	BURROWS INC, GARY V	PV-204939	11/15/2019	201161	45790		010-00000-0-11100-36000-43000-000-0010-50	\$4,181.53		
Total Check Amount:								\$7,881.75		
027829	BUS WEST INC	CM-200076	10/18/2019	200296	XA400027503/DUP		010-00000-0-11100-36000-43000-000-0013-50	(\$125.58)		22
	BUS WEST INC	PV-204940	10/30/2019	200296	XA400031040:01		010-00000-0-11100-36000-43000-000-0013-50	\$294.04		22
	BUS WEST INC	PV-204941	11/1/2019	200296	XA400031041:01		010-00000-0-11100-36000-43000-000-0013-50	\$443.98		22
	BUS WEST INC	PV-204942	11/13/2019	200296	XA400031760:01		010-00000-0-11100-36000-43000-000-0013-50	\$307.20		22
	BUS WEST INC	PV-204943	11/22/2019	200296	XA400032180:01		010-00000-0-11100-36000-43000-000-0013-50	\$510.65		22
	BUS WEST INC	PV-204944	12/2/2019	200296	XA400032413:01		010-00000-0-11100-36000-43000-000-0013-50	\$131.86		22
Total Check Amount:								\$1,562.15		
027713	CA TURF EQUIPMENT & SUPPLY INC	PV-205005	12/26/2019		437513		010-81500-0-00000-81101-44000-409-0000-50	\$949.99		
	CA TURF EQUIPMENT & SUPPLY INC	PV-205006	1/6/2020	200218	438390		010-00000-0-00000-81101-43000-466-0000-50	\$502.85		
	CA TURF EQUIPMENT & SUPPLY INC	PV-205007	12/23/2019	200218	437370		010-00000-0-00000-81101-43000-466-0000-50	\$413.82		
Total Check Amount:								\$1,866.66		
031821	CALIBUILT GRAPHICS	PV-205008	11/15/2019	200181	6105		010-00000-0-11100-36000-43000-000-0013-50	\$162.38		
Total Check Amount:								\$162.38		
032169	CARPET SHOPPE INC, THE	PV-205050	1/7/2020		985		110-63910-0-41100-27000-56000-000-0000-00	\$4,851.00	D	
Total Check Amount:								\$4,851.00		
032107	CHAMPLIN, CHANDALIN	PV-205044	12/18/2019		Reimbursement		010-00000-0-11342-10000-43000-409-0000-00	\$117.40		
	CHAMPLIN, CHANDALIN	PV-205046	12/19/2019		Reimbursement		010-00000-0-11342-10000-43000-409-0000-00	\$161.57		
Total Check Amount:								\$278.97		
032421	CHILITOS MEXICAN RESTAURANT IN	PV-205027	12/6/2019		10001		010-00000-0-11342-10000-43000-466-0000-00	\$1,407.25		

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005881	CITY OF TULARE	PV-205128	12/31/2019	200502	TU December		010-00000-0-00000-82000-55003-409-0000-00	\$8,848.64		22
	CITY OF TULARE	PV-205129	12/30/2019	200502	TW December		010-00000-0-00000-82000-55003-466-0000-00	\$6,652.92		22
	CITY OF TULARE	PV-205130	12/30/2019	200502	SV December		010-00000-0-00000-82000-55003-708-0000-00	\$398.42		22
	CITY OF TULARE	PV-205131	12/30/2019	200502	Tech Prep December		010-00000-0-00000-82000-55003-145-0000-00	\$770.74		22
	CITY OF TULARE	PV-205132	12/30/2019	200502	District December		010-00000-0-00000-82000-55003-000-0000-00	\$861.63		22
	CITY OF TULARE	PV-205133	12/30/2019	200502	Farm December		010-00000-0-11302-82000-55003-000-0000-00	\$2,510.33		22
	CITY OF TULARE	PV-205134	12/30/2019	200502	TAS December		110-63910-0-41100-82000-55003-000-0000-00	\$1,301.20		22
	CITY OF TULARE	PV-205135	12/30/2019	200502	TAS Welding December		110-63910-0-42200-82000-55003-000-0000-00	\$258.48		22
	CITY OF TULARE	PV-205136	12/30/2019	200502	TAS K St		110-63910-0-46300-82000-55003-000-0000-00	\$1,024.50		22
	CITY OF TULARE	PV-205137	12/30/2019	200502	MO December		010-00000-0-00000-82000-55003-368-0000-00	\$2,872.08		22
Total Check Amount:								\$25,498.94		
031243	COMPADRES BAR & GRILL INC	PV-205066	11/21/2019		Daniel Dutto		010-70100-0-38000-10000-43000-000-0000-40	\$248.77		
	COMPADRES BAR & GRILL INC	PV-205079	11/22/2019		Michelle Tulare Unio		010-00000-0-11342-10000-43000-409-0000-00	\$272.76		
	COMPADRES BAR & GRILL INC	PV-205080	12/19/2019		Michelle Nunley		010-00000-0-11342-10000-43000-409-0000-00	\$86.82		
	COMPADRES BAR & GRILL INC	PV-205082	12/13/2019		Nunle6 school		010-00000-0-11342-10000-43000-409-0000-00	\$81.08		
	COMPADRES BAR & GRILL INC	PV-205084	10/15/2019		Gina		010-00000-0-11342-10000-43000-409-0000-00	\$150.62		
	COMPADRES BAR & GRILL INC	PV-205086	12/18/2019		Gina Hirayama		010-00000-0-11342-10000-43000-409-0000-00	\$128.66		
Total Check Amount:								\$968.71		
028856	COMPREHENSIVE ADULT STU(CA SAS)	PV-205039	11/8/2019	201018	11082019		110-39130-0-41100-21400-52000-000-0000-00	\$125.00		
Total Check Amount:								\$125.00		
026686	COSTCO WHOLESALE MEMBERSHIP IN	PV-205035	2/1/2020		000111677091530		010-00000-0-00000-72000-53000-000-0000-00	\$120.00		
Total Check Amount:								\$120.00		
025153	DINUBA HIGH SCHOOL	PV-205067	12/18/2020		TW G Var JV Basketb		010-00000-0-11100-42000-43000-466-3220-00	\$775.00		
Total Check Amount:								\$775.00		
024319	DIVERSIFIED METAL FABRICATORS	PV-205196	11/26/2019	200866	20318		010-00000-0-11100-27000-44000-368-0000-00	\$8,461.25		
Total Check Amount:								\$8,461.25		

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019565	DOMINOS PIZZA INC	PV-205148	12/20/2020	200235	12-16-19 to 12-19-19		130-53100-0-00000-37000-47000-368-0000-00	\$1,793.75		
	DOMINOS PIZZA INC	PV-205149	12/20/2020	200235	12-16-19 and 12-18-1		130-53100-0-00000-37000-47000-368-0000-00	\$369.00		
	DOMINOS PIZZA INC	PV-205150	12/20/2020	200236	12-16-19 - 12-19-19		130-53100-0-00000-37000-47000-409-0000-00	\$1,927.00		
	DOMINOS PIZZA INC	PV-205151	12/20/2020	200237	12-16-19 - 12-19-19		130-53100-0-00000-37000-47000-466-0000-00	\$2,214.00		
Total Check Amount:								\$6,303.75		
026516	DONUT FACTORY	PV-205147	11/22/2019	200229	6538		010-00000-0-11342-10000-43000-368-0000-00	\$83.92		
Total Check Amount:								\$83.92		
030856	DOUBLE A DAIRY SERVICE INC	PV-205073	12/21/2019		2429, 2443		631-90100-0-00000-60000-56000-000-0000-00	\$326.78		
	DOUBLE A DAIRY SERVICE INC	PV-205163	12/2/2019		2477		631-90100-0-00000-60000-56000-000-0000-00	\$108.00		
Total Check Amount:								\$434.78		
030347	EASTBAY INC	PV-205153	12/9/2020	200973	1112330		010-00000-0-11100-42000-43000-409-3020-00	\$4,707.48		22
Total Check Amount:								\$4,707.48		
005481	EMPLOYMENT DEVELOPMENT	PV-205068	12/31/2019		94238466		010-00000-0-00000-00000-95025-000-0000-00	\$6,119.61	G	
Total Check Amount:								\$6,119.61		
030658	ENRIQUEZ, NOE	PV-205166	12/18/2019		Bus Driver Meals		010-00000-0-11100-36000-52000-000-0000-50	\$6.91		
	ENRIQUEZ, NOE	PV-205168	12/27/2019		Bus Driver Meal Reim		010-00000-0-11100-36000-52000-000-0000-50	\$11.10		
Total Check Amount:								\$18.01		
028473	ENTERPRISE RENT-A-CAR CO	PV-205087	12/4/2020		23254226		010-00000-0-11100-10000-56000-000-0000-00	\$1,746.84		
Total Check Amount:								\$1,746.84		
015195	ENVIRO CLEAN SANITATION SUPPLY	CM-200078	12/19/2019	200192	124161-CM		010-00000-0-00000-82000-43000-409-0000-50	(\$3,482.84)		
	ENVIRO CLEAN SANITATION SUPPLY	CM-200079	12/19/2019	201113	124161-CM		010-00000-0-00000-82000-43000-368-0000-50	(\$1,523.80)		
	ENVIRO CLEAN SANITATION SUPPLY	PV-205021	11/13/2019	200192	123757		010-00000-0-00000-82000-43000-409-0000-50	\$1,165.04		
	ENVIRO CLEAN SANITATION SUPPLY	PV-205022	12/4/2019	201113	123987		010-00000-0-00000-82000-43000-368-0000-50	\$467.64		
	ENVIRO CLEAN SANITATION SUPPLY	PV-205023	12/4/2019	201113	124088		010-00000-0-00000-82000-43000-368-0000-50	\$361.90		
	ENVIRO CLEAN SANITATION SUPPLY	PV-205024	12/12/2019	201113	124124		010-00000-0-00000-82000-43000-368-0000-50	\$1,420.24		

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015195	ENVIRO CLEAN SANITATION SUPPLY	PV-205025	12/12/2019	201113	124136		010-00000-0-00000-82000-43000-368-0000-50	\$255.47		
	ENVIRO CLEAN SANITATION SUPPLY	PV-205026	12/16/2019	201113	124163		010-00000-0-00000-82000-43000-368-0000-50	\$3,044.80		
Total Check Amount:								\$1,708.45		
015631	EWING IRRIGATION INC	PV-205014	11/14/2019	200187	8702606		010-00000-0-00000-81101-43000-409-0000-50	\$488.47		
	EWING IRRIGATION INC	PV-205015	12/4/2019	200187	8794331		010-00000-0-00000-81101-43000-409-0000-50	\$16.13		
	EWING IRRIGATION INC	PV-205016	12/12/2019	200187	8831775		010-00000-0-00000-81101-43000-409-0000-50	\$364.68		
	EWING IRRIGATION INC	PV-205017	12/14/2019	200187	8843032		010-00000-0-00000-81101-43000-409-0000-50	\$109.66		
	EWING IRRIGATION INC	PV-205018	12/10/2019	200202	8820674		010-00000-0-00000-81101-43000-368-0000-50	\$740.52		
	EWING IRRIGATION INC	PV-205019	12/13/2019	200202	8837547		010-00000-0-00000-81101-43000-368-0000-50	\$490.65		
	EWING IRRIGATION INC	PV-205020	12/28/2019	200209	8885184		010-00000-0-00000-81101-43000-466-0000-50	\$35.23		
Total Check Amount:								\$2,245.34		
028011	FASTENAL COMPANY INC	PV-205088	12/17/2019		67499		010-70100-0-38000-10000-43000-000-0000-40	\$65.59		
Total Check Amount:								\$65.59		
029202	FOODS CO INC	PV-205093	1/4/2020	200835	U40014 - 5 recpts		010-00000-0-11321-10000-43000-409-0000-00	\$343.66		
	FOODS CO INC	PV-205095	1/4/2020	200591	U40014 - 4 recpts		010-00000-0-11321-10000-43000-368-0000-00	\$184.78		
Total Check Amount:								\$528.44		
031905	FULL SPECTRUM LASER	PV-205074	10/16/2019	200926	161473		010-00000-0-11342-10000-43000-409-0000-00	\$645.00		
Amount Subject to Use Tax:						\$645.00	Use Tax Amount:	\$53.21		
Total Check Amount:								\$645.00		
028633	GARCIA, ANN	PV-205012	11/20/2019		November mileage		010-00000-0-00000-21400-52000-368-0000-00	\$9.86		
	GARCIA, ANN	PV-205125	12/6/2019		December mileage		010-00000-0-00000-21400-52000-368-0000-00	\$5.80		
Total Check Amount:								\$15.66		
005388	GAS COMPANY INC, THE	PV-205170	1/14/2020	200400	01141652006	*	010-00000-0-00000-82000-55001-000-0000-00	\$1,181.45		22
Total Check Amount:								\$1,181.45		
005388	GAS COMPANY INC, THE	PV-205190	1/13/2020	200400	05751598003	*	110-63910-0-46300-82000-55001-000-0000-00	\$84.32		22
Total Check Amount:								\$84.32		

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005388	GAS COMPANY INC, THE	PV-205191	1/13/2020	200400	05961598561	*	110-63910-0-46300-82000-55001-000-0000-00	\$141.04		22
Total Check Amount:								\$141.04		
005388	GAS COMPANY INC, THE	PV-205171	1/13/2020	200400	06171598003	*	010-00000-0-00000-82000-55001-000-0000-00	\$72.92		22
Total Check Amount:								\$72.92		
005388	GAS COMPANY INC, THE	PV-205172	1/13/2020	200400	06381598249	*	010-00000-0-00000-82000-55001-000-0000-00	\$152.63		22
Total Check Amount:								\$152.63		
005388	GAS COMPANY INC, THE	PV-205192	1/13/2020	200400	06591598807	*	110-63910-0-46300-82000-55001-000-0000-00	\$172.74		22
Total Check Amount:								\$172.74		
005388	GAS COMPANY INC, THE	PV-205186	1/15/2020	200400	07031641009	*	110-63910-0-42200-82000-55001-000-0000-00	\$121.69		22
Total Check Amount:								\$121.69		
005388	GAS COMPANY INC, THE	PV-205181	1/13/2020	200400	07221598837	*	010-00000-0-00000-82000-55001-708-0000-00	\$117.17		22
Total Check Amount:								\$117.17		
005388	GAS COMPANY INC, THE	PV-205182	1/13/2020	200400	07431598775	*	010-00000-0-00000-82000-55001-708-0000-00	\$71.58		22
Total Check Amount:								\$71.58		
005388	GAS COMPANY INC, THE	PV-205188	1/13/2020	200400	07641598193	*	110-63910-0-46300-82000-55001-000-0000-00	\$179.26		22
Total Check Amount:								\$179.26		
005388	GAS COMPANY INC, THE	PV-205177	1/14/2020	200400	07651658002	*	010-00000-0-00000-82000-55001-409-0000-00	\$465.63		22
Total Check Amount:								\$465.63		
005388	GAS COMPANY INC, THE	PV-205198	1/13/2020	200400	07851598891	*	110-63910-0-46300-82000-55001-000-0000-00	\$99.33		22
Total Check Amount:								\$99.33		
005388	GAS COMPANY INC, THE	PV-205169	1/13/2020	200400	08061598119	*	010-00000-0-00000-82000-55001-000-0000-00	\$170.43		22
Total Check Amount:								\$170.43		
005388	GAS COMPANY INC, THE	PV-205184	1/13/2020	200400	08481591009	*	110-63910-0-41100-82000-55001-000-0000-00	\$1,054.32		22

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Total Check Amount:								\$1,054.32		
005388	GAS COMPANY INC, THE	PV-205187	1/13/2020	200400	08481598236	*	110-63910-0-46300-82000-55001-000-0000-00	\$412.27	22	
Total Check Amount:								\$412.27		
005388	GAS COMPANY INC, THE	PV-205200	1/16/2020	200400	08721576794	*	010-00000-0-00000-82000-55001-793-0000-00	\$1,035.44	22	
Total Check Amount:								\$1,035.44		
005388	GAS COMPANY INC, THE	PV-205179	1/7/2020	200400	09001757005	*	010-00000-0-00000-82000-55001-466-0000-00	\$12,740.34	22	
Total Check Amount:								\$12,740.34		
005388	GAS COMPANY INC, THE	PV-205183	1/15/2020	200400	09751682007	*	010-00000-0-11302-82000-55001-000-0000-00	\$3,858.22	22	
Total Check Amount:								\$3,858.22		
005388	GAS COMPANY INC, THE	PV-205193	1/14/2020	200400	09961682003	*	631-90100-0-00000-60000-55001-000-0000-00	\$149.86	22	
Total Check Amount:								\$149.86		
005388	GAS COMPANY INC, THE	PV-205199	1/14/2020	200400	11431682001	*	010-00000-0-00000-82000-55001-145-0000-00	\$340.85	22	
Total Check Amount:								\$340.85		
005388	GAS COMPANY INC, THE	PV-205175	1/14/2020	200400	12901647003	*	010-00000-0-00000-82000-55001-409-0000-00	\$765.48	22	
Total Check Amount:								\$765.48		
005388	GAS COMPANY INC, THE	PV-205176	1/14/2020	200400	13741647013	*	010-00000-0-00000-82000-55001-409-0000-00	\$7,260.50	22	
Total Check Amount:								\$7,260.50		
005388	GAS COMPANY INC, THE	PV-205180	1/13/2020	200400	16251581001	*	010-00000-0-00000-82000-55001-466-0000-00	\$151.47	22	
Total Check Amount:								\$151.47		
005388	GAS COMPANY INC, THE	PV-205178	1/14/2020	200400	17105419919	*	010-00000-0-00000-82000-55001-409-0000-00	\$4,493.51	22	
Total Check Amount:								\$4,493.51		
005388	GAS COMPANY INC, THE	PV-205174	1/15/2020	200400	18584930525	*	010-00000-0-00000-82000-55001-368-0000-00	\$6,587.13	22	
Total Check Amount:								\$6,587.13		

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025403	GOV CONNECTION INC	CM-200080	12/6/2019	200367	57341239		010-99905-0-11100-24200-44000-000-0000-00	(\$1,136.63)		22
	GOV CONNECTION INC	PV-205034	12/6/2019	201047	57341289		400-99901-0-00000-85000-62000-000-0158-00	\$895.35		22
	GOV CONNECTION INC	PV-205036	12/20/2019	201049	57379020		400-99901-0-00000-85000-62000-000-0145-00	\$62.50		22
	GOV CONNECTION INC	PV-205037	12/20/2019	201049	57379020		400-99901-0-00000-85000-62000-000-0158-00	\$62.50		22
	GOV CONNECTION INC	PV-205040	12/20/2019	200935	see remit - 9 invs		010-00000-0-00000-77000-43000-000-0000-00	\$760.02		22
	GOV CONNECTION INC	PV-205041	12/20/2019	200935	see remit - 9 invs		010-00000-0-00000-75500-43000-000-0000-00	\$2,623.83		22
	GOV CONNECTION INC	PV-205162	10/8/2019	200367	57181696		010-99905-0-11100-24200-44000-000-0000-00	\$1,050.00		22
Total Check Amount:								\$4,317.57		
028669	GRAYBAR ELECTRIC CO INC	PV-204963	11/25/2019		9313406545		251-99620-0-00000-85000-62000-000-0145-00	\$849.32		
Total Check Amount:								\$849.32		
029157	INFINITY COMMUNICATIONS & CONS	PV-205031	1/10/2020	200714	10371		010-00000-0-00000-77000-56000-000-0000-00	\$5,287.50	N	
Total Check Amount:								\$5,287.50		
029310	INGRAM BAND SUPPLY LLC	PV-205004	8/15/2019		6438		010-00000-0-11331-10000-43000-368-0000-00	\$443.72		
	INGRAM BAND SUPPLY LLC	PV-205009	9/17/2019		6590		010-00000-0-11331-10000-43000-368-0000-00	\$50.38		
	INGRAM BAND SUPPLY LLC	PV-205010	8/18/2019		6473		010-00000-0-11331-81000-56000-368-0000-00	\$161.77		
	INGRAM BAND SUPPLY LLC	PV-205011	12/12/2019		6801		010-00000-0-11342-81000-56000-466-0000-00	\$4,104.42	D	
Total Check Amount:								\$4,760.29		
025698	JACKS GIT & GO INC	PV-205069	11/19/2019		Farm		010-00000-0-00000-21400-43000-000-0000-00	\$227.50		
	JACKS GIT & GO INC	PV-205078	12/20/2019	201183	Mission Oak		010-00000-0-11342-10000-43000-368-0000-00	\$1,615.63		
	JACKS GIT & GO INC	PV-205126	12/17/2019		District Office		010-00000-0-00000-21400-43000-000-0000-00	\$53.58		
Total Check Amount:								\$1,896.71		
029625	JONES, DOUG	PV-205047	12/9/2019		Reimbursement		010-00000-0-11100-42000-43000-368-3110-00	\$1,022.83	J	
Total Check Amount:								\$1,022.83		
003013	JORGENSEN & COMPANY INC	PV-204998	11/26/2019		315620		400-99901-0-00000-85000-62000-000-0158-00	\$308.51		22
Total Check Amount:								\$308.51		
003245	LANGE PLUMBING SUPPLY INC	PV-205043	11/26/2019		845127		251-99620-0-00000-85000-62000-000-0145-00	\$89.04		
Total Check Amount:								\$89.04		

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028618	LIBERTY ELEMENTARY	PV-205076	1/13/2020		Developer Fees		251-99621-0-00000-00000-95050-000-0000-00	\$42,766.36	G	
	LIBERTY ELEMENTARY	PV-205197	1/14/2020		Developer Fees		251-99621-0-00000-00000-95050-000-0000-00	\$14,518.23	G	
Total Check Amount:								\$57,284.59		
027949	LOWES INC	PV-205123	10/24/2019	200771	988649		010-35500-0-61154-10000-43000-793-0000-40	\$1,021.94		22
Total Check Amount:								\$1,021.94		
015457	LOZANO SMITH	PV-205075	12/11/2019		Client 000138		010-00000-0-00000-76002-58000-000-0000-00	\$5,305.12	H	
Total Check Amount:								\$5,305.12		
023909	LUIS NURSERY	PV-205118	12/10/2019		47939		010-35500-0-61154-10000-43000-000-4300-40	\$494.65		
Total Check Amount:								\$494.65		
019516	MID-VALLEY PIPE & SUPPLY	PV-205081	1/6/2020		272839		010-70100-0-38000-10000-43000-000-0000-40	\$587.28		
	MID-VALLEY PIPE & SUPPLY	PV-205089	12/12/2019		273952 - 273955		010-70100-0-38000-10000-43000-000-0000-40	\$794.46		
	MID-VALLEY PIPE & SUPPLY	PV-205124	11/22/2019		273229		010-70100-0-38000-10000-43000-000-0000-40	\$378.77		
	MID-VALLEY PIPE & SUPPLY	PV-205127	11/12/2019		272725		010-00000-0-00000-81101-43000-466-0000-50	\$129.71		
Total Check Amount:								\$1,890.22		
023508	MONROE SYSTEMS FOR BUSINESS IN	PV-205030	12/18/2019	201048	IN103051		010-00000-0-00000-72000-43000-000-0000-00	\$59.85		
Total Check Amount:								\$59.85		
031924	MONTGOMERY HARDWARE CO	PV-204994	11/22/2019		725185		400-99901-0-00000-85000-62000-000-0158-00	\$1,283.41		
Total Check Amount:								\$1,283.41		
028818	MUSEUM OF TOLERANCE INC	PV-205045	11/26/2019		240326		010-63870-0-11100-10000-43000-409-0000-40	\$367.50		
Total Check Amount:								\$367.50		
031933	NASCO	PV-205028	10/28/2019	200988	594755		010-00000-0-11304-10000-43000-368-0000-00	\$626.03		
	NASCO	PV-205029	11/18/2019	200989	613387		010-00000-0-11304-10000-43000-368-0000-00	\$391.36		
Total Check Amount:								\$1,017.39		
032027	NUTRIEN AG SOLUTIONS INC	PV-205085	11/26/2019		40899658		631-00000-0-00000-60000-43000-000-4332-00	\$1,280.00		

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Total Check Amount:								\$1,280.00		
030470	O LEARY, JOHN	PV-205013	12/2/2019		mileage		010-33100-0-57700-21000-52000-000-0000-60	\$33.52		
Total Check Amount:								\$33.52		
030514	PARAGON PHARMACEUTICALS, INC	PV-205083	11/13/2019		69157 - 69027		631-90100-0-00000-60000-43000-000-0000-00	\$37.38		
Total Check Amount:								\$37.38		
004429	PHELPS INC , C.P.	PV-204964	11/5/2019	200319	160403		010-00000-0-00000-81101-43000-466-0000-50	\$28.40		
	PHELPS INC , C.P.	PV-204965	12/23/2019	200319	162702		010-00000-0-00000-81101-43000-466-0000-50	\$26.42		
	PHELPS INC , C.P.	PV-204966	11/19/2019	200327	161054		010-00000-0-00000-81101-43000-409-0000-50	\$29.10		
	PHELPS INC , C.P.	PV-204967	12/17/2019	200362	162442		010-00000-0-00000-81101-43000-368-0000-50	\$18.58		
	PHELPS INC , C.P.	PV-204968	12/27/2019	200362	162850		010-00000-0-00000-81101-43000-368-0000-50	\$10.72		
	PHELPS INC , C.P.	PV-204969	10/30/2019	200397	160114		010-00000-0-11100-36000-43000-000-0013-50	\$380.64		
	PHELPS INC , C.P.	PV-204970	10/30/2019	200398	4 INVS - SEE REMIT		010-00000-0-00000-81101-43000-000-0013-50	\$1,141.44		
	PHELPS INC , C.P.	PV-204975	11/18/2019	200751	161006		130-53100-0-00000-37000-43000-368-0000-00	\$14.55		
	PHELPS INC , C.P.	PV-204976	10/24/2019	200166	159758		110-63910-0-42200-10000-43000-000-0000-00	\$80.29		
	PHELPS INC , C.P.	PV-204978	11/20/2019		161162 161163		010-35500-0-61109-10000-43000-793-0000-40	\$36.16	H	
	PHELPS INC , C.P.	PV-204989	11/25/2019	200398	161358		010-00000-0-00000-81101-43000-000-0013-50	\$28.06		
	PHELPS INC , C.P.	PV-204991	11/27/2019	200398	161467		010-00000-0-00000-81101-43000-000-0013-50	\$535.19		
	PHELPS INC , C.P.	PV-204992	11/27/2019	200397	161468		010-00000-0-11100-36000-43000-000-0013-50	\$476.96		
Total Check Amount:								\$2,806.51		
032348	RAIN GUARD FIRE PROTECTION INC	PV-205042	12/2/2019		1657		010-81500-0-00000-81000-56000-409-0000-50	\$450.00		
Total Check Amount:								\$450.00		
032413	RODRIGUES, DENNIS	PV-205098	12/1/2019		5539		631-90100-0-00000-60000-58000-000-0000-00	\$100.00		
Total Check Amount:								\$100.00		
031160	ROMANAZZI GENERAL ENGINEERING	PV-205077	1/6/2020		Farm parking lot		400-99901-0-00000-85000-62000-000-0158-00	\$29,500.00	A	22
Total Check Amount:								\$29,500.00		
030137	SAMBA HOLDINGS INC	PV-205138	12/31/2019	200249	INV00257035		010-00000-0-11100-36000-58000-000-0000-50	\$85.80		22

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Total Check Amount:								\$85.80		
032419	SANCHEZ, TERESA	PV-205094	12/20/2019		Book Refund		010-00000-0-11100-10000-41000-466-0000-00	\$13.55		
Total Check Amount:								\$13.55		
030485	SANTANA, DANNY	PV-205091	1/14/2020		Refund Library book		010-00000-0-11326-10000-42000-409-0000-00	\$7.00		
Total Check Amount:								\$7.00		
029436	SCANTRON CORP	PV-205001	12/6/2019	201026	14649439		110-63910-0-41311-10000-43000-000-0000-00	\$845.00		
Amount Subject to Use Tax:						\$845.00	Use Tax Amount:	\$69.71		
Total Check Amount:								\$845.00		
014450	SCHOOL SERVICES OF CA INC	PV-205161	12/20/2019		P030113-IN		010-00000-0-00000-72000-43000-000-0000-00	\$250.00		
Total Check Amount:								\$250.00		
031136	SCHOOL WEBMASTERS LLC	PV-205064	1/1/2020		10896		010-00000-0-00000-77000-56000-000-0000-00	\$9,060.00		
Total Check Amount:								\$9,060.00		
028335	SMART & FINAL STORES CORP	PV-205092	12/16/2019		054045		010-00000-0-11342-10000-43000-466-0000-00	\$132.72		
	SMART & FINAL STORES CORP	PV-205139	12/13/2019	201053	010010		010-00000-0-00000-71100-43000-000-0000-00	\$76.47		
	SMART & FINAL STORES CORP	PV-205140	12/11/2019	200757	043630		110-63910-0-42500-10000-43000-000-0066-00	\$154.35		
	SMART & FINAL STORES CORP	PV-205141	12/12/2019	200757	019540		110-63910-0-42500-10000-43000-000-0066-00	\$25.27		
	SMART & FINAL STORES CORP	PV-205142	12/13/2019	200757	034518		110-63910-0-42500-10000-43000-000-0066-00	\$17.95		
	SMART & FINAL STORES CORP	PV-205202	12/6/2019		51064		010-00000-0-11342-10000-43000-466-0000-00	\$433.01		
	SMART & FINAL STORES CORP	PV-205203	12/8/2019		18421		010-00000-0-11342-10000-43000-466-0000-00	\$24.15		
	SMART & FINAL STORES CORP	PV-205204	11/13/2019	201042	054387		010-70100-0-38000-10000-43000-000-0000-40	\$96.96		
Total Check Amount:								\$960.88		
031266	SOAPMAN OF KERN COUNTY PBE INC	PV-205065	12/18/2019	200088	56068		010-00000-0-11100-36000-43000-000-0036-50	\$178.61		
Total Check Amount:								\$178.61		
006914	STATE BOARD OF EQUALIZATION	PV-204980	12/31/2019	200259	22-300080		010-00000-0-00000-00000-95030-000-0000-00	\$3,905.00	G	
Total Check Amount:								\$3,905.00		

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020037	STATE BOARD OF EQUALIZATION	PV-205048	12/31/2019	200261	057-415126		010-00000-0-11100-36000-43000-000-0010-50	\$195.00		
	STATE BOARD OF EQUALIZATION	PV-205071	12/31/2019		44-030093		010-00000-0-11100-36000-58000-000-0000-50	\$1,375.62		
Total Check Amount:								\$1,570.62		
025150	STATE BOARD OF EQUALIZATION	PV-204971	12/30/2019	200260	22-028786		130-53100-0-00000-37000-47000-409-0000-00	\$197.00		
	STATE BOARD OF EQUALIZATION	PV-204972	12/31/2019	200260	22-028786		130-53100-0-00000-37000-47000-466-0000-00	\$100.00		
	STATE BOARD OF EQUALIZATION	PV-204973	12/31/2019	200260	22-028786		130-53100-0-00000-37000-47000-368-0000-00	\$54.00		
	STATE BOARD OF EQUALIZATION	PV-204974	12/31/2019	200260	22-028786		110-63910-0-42500-10000-43000-000-0066-00	\$482.00		
Total Check Amount:								\$833.00		
031627	SYNOVIA SOLUTIONS LLC	PV-205195	1/7/2020	200226	126667		010-00000-0-11100-36000-56000-000-0000-50	\$1,440.00	D	
Total Check Amount:								\$1,440.00		
005860	T F TIRE & SERVICE INC	PV-205157	1/15/2020		See Remit		010-00000-0-00000-81000-56000-000-0046-50	\$2,896.08		22
	T F TIRE & SERVICE INC	PV-205158	11/5/2019		679653 680832 681586		010-00000-0-00000-81101-43000-368-0000-50	\$920.67		22
Total Check Amount:								\$3,816.75		
016956	THARP INC, E. M.	CM-200081	11/8/2019	200091	P894653		010-00000-0-11100-36000-43000-000-0013-50	(\$7.72)	H	
	THARP INC, E. M.	PV-205185	12/23/2019		PR112846		010-00000-0-11100-36000-56000-000-0000-50	\$2,284.39	D	
Total Check Amount:								\$2,276.67		
022291	THYSSEN KRUPP ELEVATOR CORP	PV-204999	1/1/2020	200140	3005000905		010-81500-0-00000-81000-56000-409-0000-50	\$269.62		22
	THYSSEN KRUPP ELEVATOR CORP	PV-205052	1/1/2020	200139	3005001075		010-81500-0-00000-81000-56000-368-0000-50	\$539.20		22
Total Check Amount:								\$808.82		
032416	TIERSMA, BENJAMIN	PV-205070	1/3/2020		Replace payroll ck		010-00099-0-00000-00000-86990-000-0000-00	\$268.35	G	
Total Check Amount:								\$268.35		
013975	TIESIERA FORD MERCURY INC	PV-205167	12/19/2019		68033		010-00000-0-00000-81000-56000-000-0046-50	\$130.00		
Total Check Amount:								\$130.00		
029425	TIFCO INDUSTRIES INC	PV-205003	11/4/2019	201008	71504708		010-00000-0-11100-36000-43000-000-0000-50	\$1,511.55		22

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*** FINAL ***

Batch No 402

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
Total Check Amount:								\$1,511.55		
028653	TRACTOR SUPPLY CO INC	PV-205194	12/26/2019	200144	300519919		010-00000-0-00000-81101-43000-409-0000-50	\$270.61		
Total Check Amount:								\$270.61		
027973	TRIARCO ARTS & CRAFTS LLC	PV-205090	11/6/2019	201001	604390		010-00000-0-11304-10000-43000-466-0000-00	\$76.51		
Total Check Amount:								\$76.51		
000078	TULARE ADVANCE REGISTER INC	PV-205054	1/1/2020	200420	AR1159303		010-00000-0-11342-10000-43000-368-0000-00	\$82.96		
Total Check Amount:								\$82.96		
031628	TULARE AUTOMOTIVE REPAIR	PV-205164	1/3/2020	200099	6068		010-00000-0-00000-81000-56000-000-0046-50	\$978.52		
Total Check Amount:								\$978.52		
005838	TULARE CITY SCHOOL DISTRICT	PV-205099	1/3/2020		20-067		251-99621-0-00000-00000-95050-000-0000-00	\$4,851.21	G	
Total Check Amount:								\$4,851.21		
019699	TULARE CO OFFICE EDUCATION	PV-205096	12/17/2019		201105		010-42030-0-00000-21400-52000-409-0000-40	\$600.00		
	TULARE CO OFFICE EDUCATION	PV-205097	12/17/2019	200890	201105		010-42030-0-00000-21400-52000-466-0000-40	\$1,000.00	B	
Total Check Amount:								\$1,600.00		
005863	TULARE GLASS CO INC	PV-204995	11/12/2019	200096	79237		010-00000-0-00000-81000-56000-000-0046-50	\$92.01		
	TULARE GLASS CO INC	PV-204996	12/10/2019	200097	79337		010-00000-0-11100-36000-56000-000-0000-50	\$135.36		
	TULARE GLASS CO INC	PV-204997	12/10/2019	200097	79338		010-00000-0-11100-36000-56000-000-0000-50	\$487.92		
Total Check Amount:								\$715.29		
005875	TULARE JT UNION HIGH SCH DIST	PV-204988	12/17/2019		Rev. Cash Replenish		010-00000-0-00000-21400-52000-000-0000-00	\$550.00	M	
	TULARE JT UNION HIGH SCH DIST		12/17/2019		Rev. Cash Replenish		010-00000-0-11100-42000-43000-368-3040-00	\$224.00	M	
	TULARE JT UNION HIGH SCH DIST		12/17/2019		Rev. Cash Replenish		010-00000-0-11100-42000-43000-368-3065-00	\$240.00	M	
	TULARE JT UNION HIGH SCH DIST		12/17/2019		Rev. Cash Replenish		010-00000-0-11100-42000-43000-409-3040-00	\$56.00	M	
	TULARE JT UNION HIGH SCH DIST		12/17/2019		Rev. Cash Replenish		010-00000-0-11100-42000-43000-466-3220-00	\$180.00	M	
	TULARE JT UNION HIGH SCH DIST		12/17/2019		Rev. Cash Replenish		010-00000-0-11321-10000-43000-368-0000-00	\$2,000.00	M	

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Batch No 402

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
005875	TULARE JT UNION HIGH SCH DIST	PV-204988	12/17/2019		Rev. Cash Replenish		010-00000-0-11321-10000-43000-466-0000-00	\$725.51	M	
	TULARE JT UNION HIGH SCH DIST		12/17/2019		Rev. Cash Replenish		010-00000-0-11342-10000-43000-368-0000-00	\$489.75	M	
	TULARE JT UNION HIGH SCH DIST		12/17/2019		Rev. Cash Replenish		010-07200-0-11100-10000-43000-368-7305-00	\$145.87	M	
	TULARE JT UNION HIGH SCH DIST		12/17/2019		Rev. Cash Replenish		010-73110-0-00000-21400-52000-000-0000-40	\$28.00	M	
Total Check Amount:								\$4,639.13		
029203	TULARE RADIATOR SERVICE INC	PV-205002	12/9/2019	200662	37844		010-00000-0-11100-36000-56000-000-0000-50	\$280.00		
Total Check Amount:								\$280.00		
005892	TURNUPSEED ELECTRIC INC	PV-205000	12/13/2019	200145	81715		010-00000-0-00000-81101-43000-409-0000-50	\$13.29		
Total Check Amount:								\$13.29		
031922	U.S.BANK NATIONAL ASSOCIATION	PV-204993	10/25/2019	200015	4866-9132-0000-4124		010-00000-0-00000-77000-43000-000-0000-00	\$17.15		22
	U.S.BANK NATIONAL ASSOCIATION	PV-205119	11/25/2019		4866-9110-0004-4167		010-00000-0-00000-21400-52000-000-0000-00	\$3,640.80		22
	U.S.BANK NATIONAL ASSOCIATION		11/25/2019		4866-9110-0004-4167		010-00000-0-00000-71100-52000-000-0000-00	\$1,517.00		22
	U.S.BANK NATIONAL ASSOCIATION	PV-205120	11/25/2019	200940	4866-9132-0000-4124		010-00000-0-00000-21400-52000-000-0000-00	\$1,811.40		22
	U.S.BANK NATIONAL ASSOCIATION	PV-205121	11/25/2019	200015	4866-9132-0000-4124		010-00000-0-00000-77000-43000-000-0000-00	\$265.53		22
	U.S.BANK NATIONAL ASSOCIATION	PV-205122	11/25/2019	200430	4866-9133-0000-4024		010-00000-0-00000-21400-43000-000-0000-00	\$65.82		22
Total Check Amount:								\$7,317.70		
029004	WASNICK BROS DAIRY SUPPLY INC	PV-205154	12/20/2019	200436	See remit		631-90100-0-00000-60000-43000-000-0000-00	\$1,123.22		
	WASNICK BROS DAIRY SUPPLY INC	PV-205155	9/25/2019	200436	See remit		631-90100-0-00000-60000-56000-000-0000-00	\$596.77		
Total Check Amount:								\$1,719.99		
031579	WATER DYNAMICS INC	PV-205055	12/30/2019	201124	41093		010-00000-0-00000-82000-55001-368-0000-00	\$1,622.73		
Total Check Amount:								\$1,622.73		
027336	WELLS FARGO BANK INC	PV-205160	1/2/2020		1780830		010-00000-0-00000-72000-58000-000-0000-00	\$500.00		22
Total Check Amount:								\$500.00		

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*** FINAL ***

Batch No 402

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
026887	WOODWIND-BRASSWIND INC	PV-205144	10/22/2019	200753	ARINV50609938		010-41280-0-11100-10000-44000-466-0000-40	\$2,921.67		
Total Check Amount:								\$2,921.67		
031418	WRIGHT BROS CONCRETE	PV-205116	1/6/2020		763122		010-81500-0-00000-81101-56000-466-0000-50	\$7,256.00		
Total Check Amount:								\$7,256.00		

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*** FINAL ***

Batch No 402

Vendor No	Vendor Name	Reference	Invoice	PO #	Invoice No	Separate	Account Code	Audit		
		Number	Date			Check		Amount	Flag	EFT

Total District Payment Amount: \$420,884.66

Accounts Payable Final PreList - 1/16/2020 3:46:25PM

*** FINAL ***

Batch No 402

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
Batch No 402								Total Accounts Payable:	\$420,884.66	

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 420,884.66 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

Authorizing Signature

Date

Fund Summary	Total
010	\$230,938.65
110	\$15,386.37
130	\$6,669.30
251	\$131,756.06
400	\$32,112.27
631	\$4,022.01
Total	\$420,884.66

Tulare County Office of Education
Accounts Payable Prelist (OB-NO Summary)

1/16/2020
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**** FINAL ****

Vendor	Resource Title	Amount	Purchase Order
Fund: 9500			
430090	Materials & Supplies - Student Body Funds		
Pay Vouchers			
TROPHY SHOPPE	Hoop-It-Up Club	\$98.40	0
NATIONAL FFA ORGANIZATION	FFA	\$307.00	205,161
PEPSI COLA COMPANY LLC	TW Gym Concessions	\$205.80	205,054
INGRAM, BILL	Tulare Community Band	\$344.55	0
TULARE HISTORICAL MUSEUM INC	Tulare Historical Society Scholarship	\$497.73	0
SPORTS OFFICIATING SERVICE	Hoop-It-Up Club	\$6,835.00	0
LOWES INC	Associated Student Body	\$275.56	205,029
CAETANO, DAVID	Hoop-It-Up Club	\$2,123.32	0
	Total Amount For Pay Vouchers:	\$10,687.36	
	Total Amount for Object 430090:	\$10,687.36	
950300	Use Tax Payable		
Pay Vouchers			
STATE BOARD OF EQUALIZATION	Unrestricted Resources	\$1,224.00	205,022
	Total Amount For Pay Vouchers:	\$1,224.00	
	Total Amount for Object 950300:	\$1,224.00	
430090	Materials & Supplies - Student Body Funds		
Pay Vouchers			
DETAILS PARTY RENTALS INC	Senior Class	\$2,143.00	0
BUDDYS ALL STARS INC	Wrestling Fund	\$1,035.78	205,156
SMART & FINAL CORP-TULARE	Student Store	\$91.22	205,065
	Total Amount For Pay Vouchers:	\$3,270.00	
Credit Memos			
SMART & FINAL CORP-TULARE	Family Career Community Leaders	(\$47.45)	205,148

Tulare County Office of Education
Accounts Payable Prelist (OB-NO Summary)

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**** FINAL ****

Vendor	Resource Title	Amount	Purchase Order
Total Amount For Credit Memos:		(\$47.45)	
Pay Vouchers			
SMART & FINAL CORP-TULARE	Pepsi Fund	\$293.79	205,084
MORPHY AWARDS & SPORTSWEAR INC	Pepsi	\$1,589.96	205,039
HUDL	Football	\$1,799.00	0
MCWILLIAMS, THOMAS	Drama Club	\$1,154.00	205,132
CA FUTURE BUSINESS LEADERS OF	Future Business Leaders Assn	\$304.00	0
SMITH, ELISABETH	Senior Class	\$165.75	0
COPPOLA, JOHN	Coppola Memorial Scholarship	\$449.66	0
EMROSSI DESIGN & PRINT CO	Valley Playoffs	\$3,400.00	0
Total Amount For Pay Vouchers:		\$9,156.16	
Total Amount for Object 430090:		\$12,378.71	
Total Amount for Fund 9500:		\$24,290.07	

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*** FINAL ***

Batch No 330

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
001353	BUDDYS ALL STARS INC	PV-200469	12/13/2019	205156	51085-00		950-95430-0-00000-00000-43009-0-0-0	\$1,035.78		
Total Check Amount:								\$1,035.78		
003982	CA FUTURE BUSINESS LEADERS OF	PV-200484	1/15/2020		TUL WESTERN 2940388		950-95236-0-00000-00000-43009-0-0-0	\$152.00		
	CA FUTURE BUSINESS LEADERS OF	PV-200486	12/3/2019		TUL UNION 190		950-94236-0-00000-00000-43009-0-0-0	\$152.00		
Total Check Amount:								\$304.00		
000501	CAETANO, DAVID	PV-200489	1/15/2020		REIMBURSEMENT		950-96408-0-00000-00000-43009-0-0-0	\$2,123.32	J	
Total Check Amount:								\$2,123.32		
004008	COPPOLA, JOHN	PV-200471	1/13/2020		CLOSE SCHOLARSHIP AC		950-95717-0-00000-00000-43009-0-0-0	\$449.66		
Total Check Amount:								\$449.66		
001138	DETAILS PARTY RENTALS INC	PV-200483	12/7/2019		63493		950-94310-0-00000-00000-43009-0-0-0	\$714.33		
	DETAILS PARTY RENTALS INC		12/7/2019		63493		950-95310-0-00000-00000-43009-0-0-0	\$714.33		
	DETAILS PARTY RENTALS INC		12/7/2019		63493		950-96310-0-00000-00000-43009-0-0-0	\$714.34		
Total Check Amount:								\$2,143.00		
004009	EMROSSI DESIGN & PRINT CO	PV-200485	12/3/2019		110		950-94426-0-00000-00000-43009-0-0-0	\$3,400.00		
Total Check Amount:								\$3,400.00		
002418	HUDL	PV-200490	1/4/2020		INV00817564		950-96407-0-00000-00000-43009-0-0-0	\$1,799.00		
Total Check Amount:								\$1,799.00		
000112	INGRAM, BILL	PV-200468	12/20/2019		REIMBURSEMENT		950-93523-0-00000-00000-43009-0-0-0	\$344.55		
Total Check Amount:								\$344.55		
000452	LOWES INC	PV-200474	10/25/2019	205139	917781		950-96100-0-00000-00000-43009-0-0-0	\$16.41		22
	LOWES INC	PV-200475	10/27/2019	205029	919302		950-95100-0-00000-00000-43009-0-0-0	\$259.15		22
Total Check Amount:								\$275.56		
003306	MCWILLIAMS, THOMAS	PV-200487	1/13/2020	205132	TU FALL PLAY		950-94219-0-00000-00000-43009-0-0-0	\$1,154.00		
Total Check Amount:								\$1,154.00		

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Batch No 330

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT
001937	MORPHY AWARDS & SPORTSWEAR INC	PV-200477	1/9/2020	205008	3163		950-96100-0-00000-00000-43009-0-0-0	\$1,419.59		
	MORPHY AWARDS & SPORTSWEAR INC	PV-200480	1/9/2020	205039	3670		950-96417-0-00000-00000-43009-0-0-0	\$170.37		
Total Check Amount:								\$1,589.96		
000060	NATIONAL FFA ORGANIZATION	PV-200473	12/9/2019	205161	MDS-196985		950-90220-0-00000-00000-43009-0-0-0	\$307.00		
					Amount Subject to Use Tax:	\$307.00	Use Tax Amount:	\$25.33		
Total Check Amount:								\$307.00		
000091	PEPSI COLA COMPANY LLC	PV-200476	1/2/2020	205054	87763955		950-95423-0-00000-00000-43009-0-0-0	\$205.80		
Total Check Amount:								\$205.80		
001584	SMART & FINAL CORP-TULARE	CM-200003	11/6/2020	205148	52149		950-95234-0-00000-00000-43009-0-0-0	(\$47.45)		
	SMART & FINAL CORP-TULARE	PV-200478	1/11/2020	205065	35879 10413		950-95520-0-00000-00000-43009-0-0-0	\$91.22		
	SMART & FINAL CORP-TULARE	PV-200482	1/14/2020	205084	52068		950-94417-0-00000-00000-43009-0-0-0	\$293.79		
Total Check Amount:								\$337.56		
004007	SMITH, ELISABETH	PV-200479	10/18/2019		REIMBURSEMENT		950-96310-0-00000-00000-43009-0-0-0	\$165.75		
Total Check Amount:								\$165.75		
000362	SPORTS OFFICIATING SERVICE	PV-200481	12/5/2020		MO GIRLS BASKETBALL3		950-96408-0-00000-00000-43009-0-0-0	\$6,835.00	J	
Total Check Amount:								\$6,835.00		
000812	STATE BOARD OF EQUALIZATION	PV-200470	12/31/2019	205022	22-300080		950-00000-0-00000-00000-95030-0-0-0	\$1,224.00	G	
Total Check Amount:								\$1,224.00		
000012	TROPHY SHOPPE	PV-200488	11/29/2019		16039		950-96408-0-00000-00000-43009-0-0-0	\$98.40		
Total Check Amount:								\$98.40		
000148	TULARE HISTORICAL MUSEUM INC	PV-200472	1/13/2020		CLOSE SCHOLARSHIP AC		950-90774-0-00000-00000-43009-0-0-0	\$497.73		
Total Check Amount:								\$497.73		

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*** FINAL ***

Batch No 330

Vendor No	Vendor Name	Reference	Invoice	PO #	Invoice No	Separate	Account Code	Audit		
		Number	Date			Check		Amount	Flag	EFT

Total District Payment Amount: \$24,290.07

Accounts Payable Final PreList - 1/16/2020 1:41:12PM

*** FINAL ***

Batch No 330

Vendor No	Vendor Name	Reference Number	Invoice Date	PO #	Invoice No	Separate Check	Account Code	Amount	Audit Flag	EFT

Batch No 330

Total Accounts Payable:

\$24,290.07

The School District hereby orders that payment be made to each of the above vendors in the amounts indicated on the preceding Accounts Payable Final totaling 24,290.07 and the County Office of Education transfer the amounts from the indicated funds of the district to the Check Clearing Fund in order that checks may be drawn from a single revolving fund (Education Code 42631 & 42634).

 Authorizing Signature

 Date

Fund Summary		Total
950		\$24,290.07
Total		\$24,290.07

ACCOUNTS PAYABLE - CHART OF ACCOUNTS

Object	Title
41000	Approved Textbooks and Core Curricula Materials
42000	Books and Other Reference Materials
43000	Materials and Supplies
44000	Non-Capitalized Equipment
47000	Food
52000	Travel and Conferences
53000	Dues and Memberships
54000	Insurance
55001	Gas
55002	Electricity
55003	Water/Sewer
56000	Rentals, Leases, Repairs and Non-Capitalized Improvements
58000	Professional/Consulting Services and Operating Expenditures
59000	Communications
61700	Land Improvements
62000	Buildings and Improvement of Buildings
64000	Equipment
76120	Transfer Between General Fund and Special Reserve Fund
76160	Transfer From General Fund to Cafeteria Fund
76190	Other Authorized Interfund Transfers Out

Site	Title
000	District Wide
145	Tech Prep High School
342	Tulare Adult School
368	Mission Oak High School
409	Tulare Union High School
466	Tulare Western High School
649	Countryside High School
708	Sierra Vista charter High School
793	Accelerated Charter High School

ACCOUNTS PAYABLE - CHART OF ACCOUNTS

Type	Title
0000	Unspecified
0010	Fuel
0011	Oil/Lubrication
0012	Tires & Tubes
0013	Parts
0025	Laundry
0036	Custodial
0038	Swimming Pool
0046	Automobile Miscellaneous
0048	Textbook Repair
0056	Bus Driver
0061	Election
0062	Audit
0065	Advertising
0066	Resale Account
0067	Farm Resale - Hogs
0068	Farm Resale - Sheep
0070	Farm Resale - Replacement Heifers
0071	Farm Resale - Beef
0072	Farm Resale - Goats
0076	Accreditation
0113	TW Weight Room
0145	TU Science Classrooms
0156	Graduation
0158	Farm Facility
0169	MO Pool
0170	MO All-Weather Track
0175	Tool Allowance
4330	Farm - Cotton
4331	Farm - Corn
4332	Farm - Wheat
4340	Farm - Alfalfa
4345	Farm - Hay/Silage
4370	Farm - Winter Crop
4379	Farm - Beef

Meeting of
February 6, 2020
FOR: RECURRING
ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Challenge Day Contract for September 22-24, 2020

Background: Challenge Day's mission is to provide youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression. Challenge Day's 6 1/2-hour program is designed for 100 students and was created to build connection and empathy, and to fulfill our vision that every child lives in a world where they feel welcomed, valued and safe. The program will be offered to the current Reconnecting Youth Students, their peers, school staff and community members. Amongst the three comprehensive sites, approximately 300 students and 75 adults will participate.

Current Considerations: Approve the Challenge Day contract for Tulare Union High School, Tulare Western High School, and Mission Oak High School for the 2020-2021 school year. Our goal has been to offer this program every other year. The last time the Challenge Day program was offered was in October 2018.

Fiscal Implications: The fee of \$11,025 will be funded through the 2020-2021 LCAP.

Tulare Joint Union High School District Priorities:

- *Improve Student Outcomes and Performance*

Tulare Joint Union High School District LCAP Goals:

All students will be part of a positive learning environment where they feel welcomed, valued, safe, and engaged as part of a greater community.

Therefore it is

Recommended:

That the Board approve the
Challenge Day Contract for
September 22-24, 2020.

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Tammy Aldaco, Assistant Superintendent Student Services and Special Programs

AGREEMENT for Challenge Day Program

THIS MULTIPARTY AGREEMENT is effective **1/22/2020** by and between **CHALLENGE DAY** (the "Vendor"), a California 501[c]3 nonprofit corporation located at 2520 Stanwell Drive, Ste 160, Concord CA 94520 and **Tulare Joint Union High School District** located at 426 N. Blackstone Ave., Tulare, CA 93274 (the "Funder") and **Mission Oak High School** located at 3442 E. Bardsley Ave., Tulare, CA 93274 and **Tulare Union High School** located at 755 East Tulare Ave. , Tulare, CA 93274 and **Tulare Western High School** located at 824 West Maple, Tulare, CA 93274 (the "Host Organization(s)"). For the purposes of this agreement Host Organization shall mean all employees of Host Organization, Funder shall mean all employees of Funder, and Vendor shall mean all employees and subcontractors of Vendor.

Witnessed, that the Vendor, Funder and Host Organization(s) for the consideration hereinafter named agree as follows:

Article 1: Statement of Services

- A. Commencing on 9/22/2020 Vendor shall supply services, people and materials for the following:
See Attached List of Days, Addendum A
- B. This agreement applies to all services performed by Vendor or on behalf of Vendor under this agreement, whether performed in anticipation of or following the execution of this agreement.

Article 2: Compensation for Services

As full compensation for direct and indirect labor costs, overhead and profits, the Vendor shall be paid at the following rates for delivering the program, services and material ("Services") as contemplated by this agreement. Such rates shall only cover services that are performed by bona fide employees of the Vendor, or its subcontractors unless otherwise approved by Funder's and Host Organization(s) Representative(s).

- A. Rates for Services will be as follows:
Funder to Pay **\$11025** plus travel expenses.
See attached Invoice #15751 for details.

CHALLENGE DAY: A minimum of forty (40) and maximum of one hundred (100) student participants per day. Any breach of contract pertaining to student numbers will result in an additional charge. Client will be billed an additional sum of \$300 when there are more than 100 but less than 120 participating students. Students participants must be recruited from the contracted school (Client) only. Vendor reserves the right to cancel Program(s) without prior notice, according to terms of Cancellation and Termination article, if there are less or more than the agreed upon student participants.

- B. Expenses: Funder will pay in advance (or reimburse Vendor) for necessary, reasonable and documented travel expenses actually incurred as follows:
 - 1) Lodging: Standard hotel accommodations for two Challenge Day Leaders (Holiday Inn or equivalent). Vendor will arrange for lodging unless other terms are previously negotiated with Funder and/or Host Organization(s). If Funder and/or Host Organization(s) is to arrange accommodations, hotel information and confirmation numbers are to be provided four (4) weeks prior to Challenge Day event. In the event the leaders must travel the morning following the last program day Vendor will arrange for lodging.
 - i. One room per leader.
 - ii. When feasible, Funder to pay for lodging direct.
 - iii. Both Leaders must stay at same hotel
 - 2) Ground Transportation: Ground transportation to Client's site.
 - i. Vendor has the option to provide transportation to the Client's location for the leaders. These option will be billed to the Funder at \$0.58 cents per mile, round trip or rental car.
 - ii. Transportation to be arranged by Vendor.

Article 3: Limit of Expenditure

The maximum expenditure authorized hereunder for any service, **Excluding** reimbursable expenses as indicated shall be **\$11025**.

Article 4: Invoicing & Payment

Below please find Funder's payment schedule. Adhering to this payment schedule will confirm the requested Challenge Day (s).

- A. Client's requested days will not be confirmed until the 1st installment payment and an authorized Purchase Order for the full invoice amount has been received and credited to your school or organization's account by our administrative offices. All installments are welcomed as early as contracts are completed.
- B. If client's scheduled days are cancelled due to non-payment, client will be required to resubmit their request to host a future Challenge Day. Rescheduling days due to cancellation does not in any way guarantee the cancelled client precedence over other clients waiting for existing or future booking opportunities.
- C. Booking requests made within 90 days of the event date will be confirmed only if scheduling permits and if the contract is accompanied by no less than the 1st installment (and an approved Purchase Order for full invoice amount made payable no later than 30 days after the event.) (Payment, Purchase Order and Contract are expected within 5 business days when booking within the 90 day period.) The requested program date is 9/22/2020.
- D. Accounts that have not paid within 30 days of the program date and that have not submitted and received approval for a payment plan are subject to a .05% monthly finance charge (6% annual finance charge).

Balance for program(s): \$11025

Schedule of Installments

Installment	Payment Due Date	Payment Amount	Balance Remaining
=====	=====	=====	=====
1st installment	7/24/2020	\$11025	\$0

To expedite clarity on any questions, concerns, or issues that may arise regarding payments; please list the information requested below for any/all parties that may be involved in the payment process.

Department

Name

Title

Phone/Ext.

Email

Article 5: Personnel to Be Provided

Each Host Organization(s)'s Representative, hereinafter referred to as the Coordinator(s), shall be present at

each of the program days respectively. The Coordinators for each Host Organization shall be the persons listed in the signature page of this agreement or such person or persons as may be designated by each Host Organization.

Vendor must have phone contact regarding final logistics with each Coordinator no later than 28 days prior to first scheduled program day. Vendor reserves the right to cancel if Coordinator or alternate Host Organization Representative cannot be reached, subject to the termination section below.

If Coordinator is not a school counselor, Host Organization(s) must also provide a counselor who will attend the entire program day(s) and coordinate any necessary follow-up support for youth participants.

In addition, each Host Organization(s) must provide a minimum of one adult for every four (4) youth participants (e.g. 100 youth, 25 adults). If a Host Organization is unable to provide a 1 to 4 ratio of adults to student participants, the Host Organization must reduce the number of student participants to meet the required ratio. Vendor reserves the right to cancel the program at the Funder's expense if these conditions are not met.

Each Coordinator will:

- A. Use the Challenge Day Coordinator's Handbook and other program materials, provided by Vendor to the Coordinator, as guides for coordinating participation and logistics for the program day(s).
- B. Act as primary contact with the Challenge Day office regarding all logistics for program day(s).
- C. Attend a phone meeting with Challenge Day Client Manager named below five (5) to six (6) weeks prior to first program day. The purpose of this meeting is to review the Challenge Day Coordinator's Handbook and all arrangements and logistics.
- D. Maintain weekly e-mail and/or phone contact with the Challenge Day Client Manager from six (6) weeks prior to first program day to one (1) week after the last program day.
- E. Take responsibility for ensuring that all personnel, facilities, tools and equipment are provided as written in this agreement and the Challenge Day Coordinator's Handbook.
- F. Be available to speak with Challenge Day staff the day prior to the first program day to review last-minute logistics.
- G. Attend each program day in its entirety and/or assign an alternate coordinator to attend each program day in its entirety. If an alternate coordinator is assigned, the alternate coordinator must agree to assume all coordinator responsibilities regarding event participants, logistics and personnel for that day.

Article 6: Facilities to Be Provided

CHALLENGE DAY: All work hereunder shall be performed on Client's premises or at sites designated by Client. Client to secure a private enclosed room large enough for the activities of the participants, including Adult Participants (50 x 50' minimum; 20' ceiling height). Private room is defined as one which will be free of interruptions for the duration of the program, where loud sounds such as cheering will not disturb occupants in adjoining rooms, any windows at or below eye level have been covered, and participants must be able to eat lunch in the same site of the program. Site must be confirmed three (3) weeks prior to the event(s).

Article 7: Changes

Funder may, during the term of this agreement, request additions to the services furnished by the Vendor. Funder reserves the right to cancel any scheduled services consistent with the terms of Cancellation and Termination article. Vendor shall not be obligated to make changes without its written acknowledgment of acceptance of such changes.

Article 8: Cancellation And Termination

Because actions taken and/or decisions made by each Host Organization may affect the Funder and/or the ability of Vendor to perform services, Funder and each Host Organization must understand the terms of Cancellation and Termination outlined in this article.

- A. If a Funder and/or a Host Organization schedules program days with Vendor and cancels ninety one (91) days or more prior to the scheduled date of program, no fee is due.
- B. If a Funder and/or a Host Organization schedules program days with the Vendor and cancels sixty one (61) to ninety (90) days prior to the scheduled date of the program then the Funder will pay Vendor the 1st installment for the days cancelled plus any travel costs or fees incurred by the Vendor on behalf of the Funder.
- C. If a Funder and/or a Host Organization schedules program days with the Vendor and cancels sixty (60) days prior to the scheduled date of the program then the Funder will pay Vendor all installments for the days cancelled, plus any travel costs or fees incurred by the Vendor on behalf of the Funder.
- D. Vendor must have phone contact regarding final logistics with each Host Organization's representative no later than 28 days prior to the first scheduled program day. Vendor reserves the right to cancel if that Host Organization's representative cannot be reached, subject to Cancellation and Termination clauses A through D.
- E. If program days are canceled due to weather outside of listed items in Force Majeure Article, Funder will pay Vendor any travel costs or fees incurred by the Vendor on behalf of the Funder for the dates listed in Addendum A. If openings exist, program days may be rescheduled to a date or dates within one (1) calendar year from the original date(s). If the event is to be rescheduled Funder will pay Vendor additional travel costs incurred for rescheduled event.
- F. If Host Organization(s) decision, action or inaction renders Vendor unable to perform services, Vendor reserves the right to cancel, subject to Cancellation and Termination clauses A through E.
- G. Funder and/or a Host Organization may terminate this agreement at any time subject to the provisions of cancellation indicated above in clauses A through E.

Article 9: Choice of Law

The laws of the State of California shall govern this agreement and all transactions under it. Vendor agrees to submit to the jurisdiction of any court wherein an action is commenced against Funder and/or Host Organization(s) based on a claim for which Vendor has agreed to indemnify Funder and/or Host Organization(s) under this Agreement.

Article 10: Entire Agreement

The provisions of this agreement supersede all contemporaneous oral agreements and all prior oral and written communications (including the School Coordinator Program Packet) and understanding of the parties with respect to the subject matter of this Agreement. This agreement is the entire agreement between the parties.

Article 11: Force Majeure

Neither party shall be held responsible for any delay or failure in performance of any part of this Agreement to the extent such delay or failure is caused by fire, flood, strike, civil, governmental or military authority, or other similar causes beyond the control and without the fault or negligence of the delayed or non performing party or its subcontractors.

Article 12: Insurance

Vendor shall maintain in full force and effect, at its cost and expense, liability insurance in the aggregate amount of \$1,000,000.

Article 13: Disputes

Any controversy, dispute or claim arising out of or relating to the interpretation of this Agreement shall be subject to a thirty (30) day negotiation period between the parties in which key business people for the parties will, in good faith, attempt to resolve the matter.

Article 14: Mediation and Arbitration

If a dispute arises out of or relates to this Agreement, or its breach, and the parties have not been successful in resolving such dispute through negotiation, the parties agree to attempt to resolve the dispute through mediation by submitting the dispute to a sole mediator selected by the parties or, at any time at the option of either party, to mediation by the American Arbitration Association ("AAA"). If not thus resolved, it shall be referred to a sole arbitrator selected by the parties within thirty (30) days of the mediation or, in absence of such election, to final and binding arbitration by a sole arbitrator under the AAA Arbitration Rules ("Rules") in effect on the date of this Agreement. The mediation and arbitration, including arguments and briefs, shall be in the English language in the State of California, United States of America. The arbitrator may not limit, expand or otherwise modify the terms of this Agreement or award exemplary or punitive damages or attorney's fees. The arbitrator shall apply the substantive law of the State of California. The award shall be in United States dollars. Judgment upon the award rendered in the arbitration may be entered in any court having jurisdiction thereof. Each party shall bear its own expenses (including attorney's fees) and an equal share of the expense of the mediator and arbitrator and the fees of the AAA. The parties and their representatives, other participants and the mediator and arbitrator shall hold the existence, content and result of the mediation and arbitration in confidence. Nothing in this clause shall be construed to preclude any party from seeking injunctive relief in order to protect its rights pending mediation or arbitration. A request by a party to a court for such injunctive relief shall not be deemed a waiver of the obligation to mediate or arbitrate.

Article 15: Tools and Equipment

Unless otherwise specifically provided for in this agreement, Vendor shall provide all tools and equipment ("equipment") for performance of this Agreement. Should the Vendor actually use any equipment owned or rented by Funder and/or Host Organization(s), Vendor accepts the equipment "as is" and the Vendor shall have the risk of damage to such equipment as long as damage is sustained as a result of Vendor's actions. Vendor agrees not to remove the equipment from Host Organization(s)'s premises, and to use equipment only for the services covered under this agreement. In addition to one chair per participant (chairs must be lightweight and without arms), each Host Organization must provide the equipment and supplies specified in the Challenge Day Coordinator's Handbook.

Article 16: Timely Performance

If Vendor has knowledge that anything prevents or threatens to prevent the timely performance of the Services under this Agreement, Vendor shall immediately notify Funder and Host Organization(s) thereof and include all relevant information concerning the delay or potential delay.

Article 17: Title to Media / License to Use

Receipt of materials supplied under this agreement represents acceptance of a license to use such materials for "in house" activities sponsored by Host Organization(s) solely for the benefit of Host Organization(s)'s employees and students. Such rights are restricted to use by those employees who participate in the program to which the materials are related. License to use any documents and other tangible media of expression ("Training Media") furnished hereunder by Vendor to Host Organization(s) shall pass to Host Organization(s) on full payment of invoice for the services associated with such media. Funder and each Host Organization expressly agrees that it does not have the right to reproduce or sub-license such media.

Article 18: Ownership of Programs

Vendor's programs or related materials in any form including but not limited to written, video, audio or electronic reproductions, and shall obligate its employees, subcontractors and others working for it, to adhere to the same limitations, without written consent of Vendor. Each Host Organization agrees to limit its use of programs and materials supplied by Vendor to "in house" activities sponsored by Host Organization solely for the benefit of its employees and students.

Article 19: Right to Use Ideas

The ideas presented in the Vendor's programs may be used by each Host Organization and its employees, subcontractors and others working for Host Organization without restriction. However, due to the nature of the exercises, which are protected under Federal copyright law, specific exercises, such as the Power Shuffle, may not be reproduced in any format.

Article 20: No Result or Benefit

The Vendor promises only to deliver the program and does not warrant or promise any result or benefit to Host Organization(s) or those participating.

Article 21: Representations

Vendor represents to Funder and Host Organization(s) that the services rendered by the Vendor will be performed in a manner consistent with highest professional standards in its field.

Article 22: Indemnity

- A. The Funder and Host Organization(s) shall indemnify and save harmless the Vendor, its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise, directly or indirectly and whether by statute or otherwise, out of any act or omission of the Funder and/or Host Organization(s), its employee and agencies in the performance by the Funder and/or Host Organization(s) of this Agreement.
- B. The Vendor shall indemnify and save harmless the Funder and Host Organization(s), its employees and agents from any and all claims, demands, actions and costs whatsoever that may arise, directly or indirectly and whether by statute or otherwise, out of any act or omission of the Vendor, its employees and agencies in the performance by the Vendor of this Agreement.
- C. The above indemnifications shall survive the termination of this Agreement.

Article 23: NonWaiver

No agreement or failure of any party to strictly enforce any term, right or condition of this Agreement shall be construed as a waiver of such term, right or condition.

Article 24: Severability

If any portions of the provisions of this Agreement shall be invalid or unenforceable, such invalidity or unenforceability shall not invalidate or render unenforceable the entire Agreement, but rather the entire Agreement shall be construed as if not containing the particular invalid or unenforceable provisions or provision, and the rights and obligations of the parties shall be construed and enforced accordingly.

Article 25: Program Requirements

Below you will find a list of logistical items you and your planning team must attend to as you prepare for your school's Program(s). These are non-negotiable items and agreements that must be met to ensure the success of your event. Please review this list carefully.

CHALLENGE DAY:

- A designated coordinator must supply their contact information, complete a coaching call no later than 6 weeks prior to their event, and carry out the requirements detailed in the Challenge Day Coordinator's Handbook.
- A counselor must participate and be present for the duration of the Challenge Day program.
- Number of student participants must meet the minimum requirement of 40 students, and may not exceed 100

students per program day.

- The school must maintain a 4:1 student to adult ratio for their Challenge Day program.
- The school staff will be informed about the Challenge Day program and briefed on the expectations for their involvement.
- The Challenge Day program requires at least 5 hours of uninterrupted program time.
- The event location must be a 50x50 space that can safely accommodate up to 125 program participants.
- The space will be set up per specifications in the Coordinator's Handbook the night prior to the event, or in the morning before the facilitators arrive.

Article 26: Notices

Any notice or demand which under the terms of this Agreement or under any statute must or may be given or made by Vendor or Funder or Host Organization(s) shall be in writing and shall be given or made by confirmed facsimile, or similar communication, or by certified mail, registered mail, or courier service addressed to the respective parties as follows:

For Tulare Joint Union High School District:

Tammy Aldaco
426 N. Blackstone Ave.
Tulare, CA 93274

For Challenge Day:

Liugalua Su'a-Falevai
Challenge Day
2520 Stanwell Drive, Ste 160
Concord, CA 94520
Fax: 925-969-0256

For Host Organization(s) to each Principal at: **Mission Oak High School** located at 3442 E. Bardsley Ave., Tulare, CA 93274 and **Tulare Union High School** located at 755 East Tulare Ave. , Tulare, CA 93274 and **Tulare Western High School** located at 824 West Maple, Tulare, CA 93274

The effective dates of such notice shall be (1) upon evidence of successful facsimile transmission, or (2) five days following the date mailed for certified or registered letters and two days following the date mailed for overnight letters (courier service), or (3) when delivered, if in person. The above addresses may be changed at any time by giving written notice as provided above.

Article 27: Signatures

Host Organization: **Mission Oak High School**

By signing below, I agree to this Contract and agree to provide support, personnel, facilities, tools and equipment as written above. I attest that I am the Principal and authorized to make agreements on behalf of Mission Oak High School located at 3442 E. Bardsley Ave., Tulare, CA 93274.

Principal Name: _____

Signature: _____ Date: _____

By signing below, I attest that I have read and agree to perform the responsibilities of Coordinator, as written above:

Coordinator Name & Title: _____

Signature: _____ Date: _____

Host Organization: **Tulare Union High School**

By signing below, I agree to this Contract and agree to provide support, personnel, facilities, tools and equipment as written above. I attest that I am the Principal and authorized to make agreements on behalf of Tulare Union High School located at 755 East Tulare Ave. , Tulare, CA 93274.

Principal Name: _____

Signature: _____ Date: _____

By signing below, I attest that I have read and agree to perform the responsibilities of Coordinator, as written above:

Coordinator Name & Title: _____

Signature: _____ Date: _____

Host Organization: **Tulare Western High School**

By signing below, I agree to this Contract and agree to provide support, personnel, facilities, tools and equipment as written above. I attest that I am the Principal and authorized to make agreements on behalf of Tulare Western High School located at 824 West Maple, Tulare, CA 93274.

Principal Name: _____

Signature: _____ Date: _____

By signing below, I attest that I have read and agree to perform the responsibilities of Coordinator, as written above:

Coordinator Name & Title: _____

Signature: _____ Date: _____

Article 28: Signatures (Cont.)

Funder: **Tulare Joint Union High School District**

By signing below, I agree to the articles of this Agreement and attest that I am authorized to make agreements on behalf of **Tulare Joint Union High School District** located at 426 N. Blackstone Ave., Tulare, CA 93274

Authorized Name & Title: _____

Signature: _____ Date: _____

For Challenge Day: _____

Booking Manager Name: Liu Su'a-Falevai

Signature: _____ Date: _____

Addendum A to Agreement for Challenge Day Program

[illegible]

Special Terms

These services are contingent on receipt of a signed contract for another Challenge Day event within fifty (50) miles of your location and within one (1) day of your reserved date.



2520 Stanwell Dr, #160
Concord, CA 94520
Phone 925-957-0234

Program Invoice

INVOICE NUMBER	15751
BOOKING DATE	1/22/2020

Program Funded By:	
Tulare Joint Union High School District 426 N. Blackstone Ave. Tulare, CA 93274	
Purchase Order #	

Program Location:	
Tulare Union High School Tulare Western High School Mission Oak High School	
Program Date	9/22/20

Events	Program Description	Program Fees	Fees Due By	Total
3	Challenge Day - balance due on or before program date	3,675.00	7/24/20	11,025.00
1	**Travel expenses will be invoiced when incurred**		7/24/20	0.00
1	For Challenge Day at Tulare Western High School on 9/22/2020, Challenge Day at Tulare Union High School on 9/23/2020, Challenge Day at Mission Oak High School on 9/24/2020.	0.00	7/24/20	0.00
PLEASE NOTE WE CAN ONLY ACCEPT PAYMENT IN US CURRENCY. PLEASE INCLUDE YOUR INVOICE # WITH YOUR PAYMENT. WE NO LONGER ACCEPT CREDIT CARD PAYMENTS.				
PLEASE REMIT PAYMENTS TO: CHALLENGE DAY 2520 STANWELL DR, STE 160 CONCORD, CA 94520			Total	\$11,025.00
FED TAX ID 3 94-3386810 IRS APPROVED 501(c)(3) TAX EXEMPT CORPORATION				

Meeting of
February 6, 2020
FOR: ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Tulare Western High School Competition Cheer Overnight Travel Request to the USA 2020 Spirit Nationals Competition in Anaheim, CA from February 13-15, 2020

Background: USA Spirit Nationals began in 1986, bringing together competitors from the cheerleading, song/pom, mascot and pep flag activities. The event takes place in Anaheim, CA and draws teams from throughout the western United States, and farther. Over 7,500 competitors and nearly 15,000 spectators are expected over this fun-filled and exciting weekend, vying for the Champion title in one over 50 different divisions. This competition is unique for the variety of teams it brings together, unifying all types of spirit teams under one roof.

Current Considerations: The Tulare Western High School Competition Cheer Team would like to compete at the USA 2020 Spirit Nationals Competition. The competition will be held in Anaheim, CA. on February 13-15, 2020.

Fiscal Implications: There will no fiscal implications to the district. The Booster club will be paying for all of the costs.

Tulare Joint Union Board Priorities:

Board Priority 1: Improve Student Opportunities and Performance.

Therefore it is

RECOMMENDED: That the Board approve the
Tulare Western Competition
Cheer Overnight Travel Request
to the USA 2020 Spirit
Nationals Competition in
Anaheim, CA from February
13-15, 2020

SUBMITTED BY: Mr. Tony Rodriguez
Superintendent

PREPARED BY: Tammy Aldaco, Asst. Superintendent Student Services and Special Programs

Tulare Joint Union High School District

Field Trip Request Form

✓ All sites participating: ☐ TUHS ☒ TWHS ☐ MOHS ☐ Tech Prep ☐ Valley ☐ Countryside ☐ Sierra Vista

☒ Request

☐ Updated Request: _____

Original request- trip & date

☐ District Vehicle

☒ Charter Service (IMPORTANT: This will require district inspection)

Name/Position: Stacey Salazar - Comp Coach

Group/Club: Tulare Western Comp Cheer team

Students: 15 F 0 M

District chaperones: 4 F 0 M

☐ Voluntary ☒ Paid

District approved chaperones: _____ F _____ M

Funding: cheer Boosters

Start Date: Thursday February 13th

Departure Time: 4:00pm

End Date: Saturday February 15th

Return Time: Approximately 4:00pm

✓ All that apply: ☒ School Day ☒ Non-School Day ☒ Overnight

Destination/s: Anaheim Convention Center / Red Lion Inn Hotel - Anaheim Ca.

Brief overview of your trip: (Include purpose of the trip, funding details, student eligibility, plans for meals, pick-up and drop-off site/s, and list the chaperones. If this is an overnight trip, include lodging details.)

- Purpose of Trip:

Competing at the USA 2020 Spirit Nationals Competition at the Anaheim Convention Center

- Itinerary: (Please attach)

- Event Flyer: (Please attach)

- Transportation: Paid by ASB, District, Boosters, Students (Please circle one)

- Accommodations: Paid by ASB, District, Boosters, Students (Please circle one)

- Meals: Paid by ASB, District, Boosters, Students (Please circle one)

- Registration Fee: Paid by ASB, District, Boosters, Students (Please circle one)

- Comments:

Teacher Signature: _____

Date: 1/8/2020

Administrator Signature: _____

Date: 1/16/2020

USA 2020 SPIRIT NATIONALS ININERARY

-Thursday February 13th

3:45pm- bag check at TW in the Leo Barker Patio (by an AP)

4:00pm- load up and leave to LA

6:30-7:00pm- stop for a bite to eat in Valencia

9:00pm- arrive/check in at hotel

Red Lion Inn

1850 S. Harbor Blvd

Anaheim, Ca. 92802

10:00pm- room check (in their rooms)

11:00om- bed/lights out check (lights out and in bed)

-Friday February 14th

6:00am- wakeup call

7:00am- eat breakfast at hotel

8:00am- walk over to convention center

8:30am- warmup

Competing time will be announced closer to date.

They will prepare for their performance and watch other teams.

Lunch- will be eaten at the food trucks on site.

6:00pm- dinner at a local restaurant

10:00pm- room check (in their rooms)

11:00pm- bed/lights out check (lights out and in bed)

-Saturday February 15th

6:00am- wakeup call

7:00am- eat breakfast at hotel

8:00am- check out of hotel

9:00am- head over to convention center (tentative)

**If we make finals we will compete on this day, otherwise we head home after check out.

10:00am- head home (tentative)

12:00pm- eat lunch in Valencia area (tentative)

2:00pm- head home (tentative)

4:00pm- arrive in Tulare (tentative)

SAVE THE DATE!

USA

USA Spirit Association

VERSION 10.9.19

**The USA is thrilled to offer multiple events for
high school teams this season!**

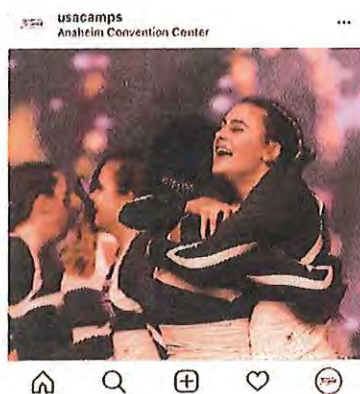
**We hope that this informational packet helps prepare you for the
"the most spirited weekend of the year!"**



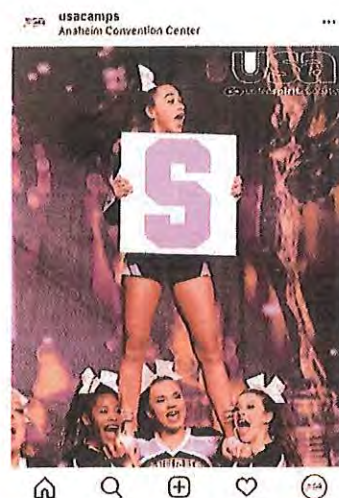
**2020 USA Spirit Nationals
Anaheim Convention Center
February 14-16, 2020**



**2020 USA Game Day Championships
Anaheim Convention Center
February 15, 2020**



**Share your journey with us on
Instagram and follow
[@usacamps](https://www.instagram.com/usacamps)**



TENTATIVE SCHEDULE OF EVENTS

FRIDAY, FEBRUARY 14

Prelims Competition for All Cheer Divisions

8:00 am – 11:00 pm

Anaheim Convention Center

Preliminary competition in all Show Cheer, Non-Tumbling, and Crowleader™ Teams divisions

ANNOUNCEMENT OF FINALISTS

Preliminary and finals competition for Group Stunt Advanced and Group Stunt Intermediate Divisions

ANNOUNCEMENT OF FINALISTS AND FINAL AWARDS

SATURDAY, FEBRUARY 15

Prelims Competition for all Song, Pep Flag, and Mascot Divisions

Finals Competition for all Cheer Divisions

8:00 am – 4:00 pm

Anaheim Convention Center

Preliminary competition in all Song/Pom, Song/Jazz, Peg Flag/Short Flag and Mascot divisions

ANNOUNCEMENT OF FINALISTS

8:00 am – 5:00 pm

Anaheim Convention Center

Final competition in all Show Cheer, Non-Tumbling, and Crowleader™ Teams divisions

Exhibition of 1st place performances in Group Stunt Advanced and Group Stunt Intermediate divisions

FINAL AWARDS

Room Assignments

TW Competition Cheer Team

USA 2020 Spirit Nationals Competition

February 13-15, 2020

Room 1

4 females

Room 3

4 females

Room 2

4 females

Room 4

3 females

Room 5 = Chaperones:

Stacey Salazar-Comp Coach

Virginia Reed-Advisory

Kimberlie Reed-Sideline/Courtside Coach

Jennifer O'Connor-Sideline/Courtside Coach

Meeting of
February 6, 2020
FOR: ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Overnight Field Trip Request for the Tulare Western High School Senior AVID Class to tour two (2) College Campuses March 13 – 14, 2020

Background: AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. A component of the course is exposing the students to the various colleges and providing awareness of the many opportunities they have to choose for attending a college.

Current Considerations: The Tulare Western Senior AVID class is asking for approval for an overnight trip to visit CSU, Long Beach and UC Irvine. They plan to also visit the Santa Monica Pier and Six Flags. The students and chaperones will depart Friday, March 13 and return Saturday, March 14, 2020.

Fiscal Implications: All expenses will be paid through the AVID ASB account.

Tulare Joint Union High School District Board Priorities:

- *Improve student outcomes and performance*

Tulare Joint Union High School District LCAP Goals:

- *All students will graduate college and career ready.*

Therefore it is

RECOMMENDED: That the Board approve the Overnight Field Trip Request for the TWHS Senior AVID Class to tour two College Campuses on March 13-14, 2020.

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Tammy Aldaco, Asst. Superintendent of Student Services & Special Programs

Tulare Joint Union High School

Field Trip Request Form

✓ All sites participating: ☐ TUHS ☒ TWHS ☐ MOHS ☐ Tech Prep ☐ Valley ☐ Countryside ☐ Sierra Vista

X Request

☐ Updated Request: Original request- trip & date

X District Vehicle (8 pass van/conf #19053)

X Charter Service (IMPORTANT: This will require district inspection)

Name/Position: Earl Pagan and Saul Ruiz- AVID senior teachers (chaperones Eduardo Lopez, Jill Sozinho, Maria Ramirez, Matt Archibald)

Group/Club: TWHS AVID

Students: 38 F 14 M

District chaperones: 2 F 4 M

☐ Voluntary ☒ Paid

District approved chaperones: F M

Funding:

Start Date: 3/13/20

Departure Time: 7:00 AM

End Date: 3/14/20

Return Time: 7:45 PM

✓ All that apply: ☒ School Day ☒ Non-School Day ☒ Overnight

Destination/s: Please See attached agenda with destinations

Brief overview of your trip: (Include purpose of the trip, funding details, student eligibility, plans for meals, pick-up and drop-off site/s, and list the chaperones. If this is an overnight trip, include lodging details.)

- **Purpose of Trip:** Visit 2 colleges as their incentive for their 4 year commitment to being college bound.
- **Itinerary:** Please see attached
- **Event Flyer:** N/A
- **Transportation:** Paid by ASB, District, Boosters, Students (Please circle one)
- **Accommodations:** Paid by ASB, District, Boosters, Students (Please circle one)
- **Meals:** Paid by ASB, District, Boosters, Students (Please circle one)
- **Registration Fee:** Paid by ASB, District, Boosters, Students (Please circle one)- None
- **Comments:** Transportation is being covered by Kevin Covert and coming out of the travel request expenses. Accommodations for activities (universal studios/hotel) will come out of our AVID club ASB account. Meals will include student meals (provided by school lunch program) and students will be also paying for their own (those students needing to be covered for meals will be paid for by chaperones and later reimbursed from the club account).

Teacher Signature: Earl Pagan

Date: 1/16/20

Administrator Signature: [Signature]

Date: 1/16/2020

Senior Trip Map

Senior Trip Itinerary

Dates: March 13-14

Transportation: Charter Bus & 1 district vehicle

Thursday March 12, 2020

3:30 pm- 4:30 pm Luggage Check/Storage in room
205 & 838

Friday March 13, 2020

7:00 am Arrive @ Bus Circle/Load Luggage

7:30 am Depart Bus Circle *(breakfast w/ school lunch program)*

9:00-9:15 am Rest Stop @ Lebec Rest Area (1548

Lebec Rd, Lebec, CA 93243)

11:15 am Arrive at Long Beach State *(school lunch program)*

11:15-12:00 pm Self Guided Tour of CSULB

12:15 pm Depart CSULB

1:30 pm Arrive at UC Irvine

2:00 pm Tour of UCI (2pm)

3:15 pm Depart UC Irvine

5:00 pm Arrive at Hyatt Place Hotel El Segundo

5:10 pm arrive at hotel and check in

5:45 pm Depart from hotel to Santa Monica Pier

6:15/6:45-9:00 pm Santa Monica Pier Dinner

9:15 pm Depart Santa Monica Pier

9:45 pm Arrive @ hotel

10: 00 pm Curfew/Bedroom Check/Tape door

Saturday March 14, 2020

7:15 am Student Wake-Up Knock

8:00 am Mandatory Breakfast at Hotel *(provided with stay)*

9:00 am Load Luggage on Bus/Room check

9:30 am Depart from Hotel to head to Six Flags

10:15 am Arrive at Six Flags

4:15 pm Depart Six Flags

5:45 pm Arrive at Tejon Rest Stop-bus meal

6:15 pm Depart Tejon to head home

7:45 pm Arrive at TW

Room Assignments
TW AVID College Visit
March 13-14, 2020

Room 1

6 females

Room 6

5 females

Room 2

6 females

Room 7

5 females

Room 3

6 females

Room 8

5 females

Room 4

5 males

Room 9

5 females

Room 5

4 males

Room 10

5 males

Chaperones: Earl Pagan, Saul Ruiz, Eduardo Lopez, Matt Archibald, Jill Sozinho, and Maria Ramirez

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Overnight Travel Request for the Tulare Joint Union High School District Choir to Perform at the Music In the Parks Festival in Disneyland on April 24-26, 2020.

Background: The Tulare Joint Union High School District Choir program, comprised of students from Tulare Western High School, Tulare Union High School, and Mission Oak High School is requesting approval for an overnight trip to perform at the Music In the Parks Festival in Disneyland.

Current Considerations: Approve the overnight trip request for the TJUHSD Choir Program to perform in the Music In the parks Festival in Disneyland. Along the way, they plan to visit the Getty Museum and have dinner at the Medieval Times. The students and chaperones will depart on the morning of April 24 and return early morning of April 26.

Fiscal Implications:

There are no fiscal implications to the district for the trip, the boosters and students will cover all expenses.

Tulare Joint Union High School District Board Priorities:

- *Improve Student Opportunities and Performance*

Tulare Joint Union High School District LCAP Goal:

- *All Students will be part of a Positive Learning Environment where they feel Welcomed, Valued, Safe and Engaged as Part of a Greater Community*

Therefore it is

RECOMMENDED: That the Board approve the Tulare Joint Union High School District Choir Overnight Travel Request to perform at the Music In the Parks Festival in Disneyland from April 24, 2020 through April 26, 2020.

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Tammy Aldaco, Assistant Superintendent of Student Services and Special Programs

Tulare Joint Union High School District

Field Trip Request Form

✓ All sites participating: ☐ TUHS ☐ TWHS ☐ MOHS ☐ Tech Prep ☐ Countryside ☐ SVCHS ☐ ACHS

☐ Request

✓ District Vehicle: Trip request confirmation # 18485

☐ Charter Service (IMPORTANT: This will require district inspection)

Name/Position: Carrie Bryant - Teacher Group/Club: Concert Choir

Number of Students: 19 F 12 M

Number of District Employee chaperones: 3 F 0 M Names: Carrie Bryant, Jana Petersdorf, Emily McIntosh

Number of Non-District approved chaperones: 2 F 2 M Names: Adrianna Heath, Trecia Gallegos, Alex Gallegos

Funding: THSPA Boosters

Start Date: 4/24/20

Departure Time: 7:00 AM

End Date: 4/26/20

Return Time: 1:00 AM

✓ All that apply: ☒ School Day ☐ Non-School Day ☐ Overnight

Destination/s: Getty Museum, Medieval Times, Disneyland (Anaheim/ Buena Park)

Brief overview of your trip: (Include purpose of the trip, funding details, student eligibility, plans for meals, pick-up and drop-off site/s, and list the chaperones. If this is an overnight trip, include lodging details.)

• Purpose of Trip: To perform at a Music In The Parks Festival

• Itinerary: (Please attach a detailed itinerary)

• Room Assignments (Please attach if overnight trip)

• Event Flyer: (Please attach)

• Transportation: Paid by ASB, District, Boosters, Students (Please circle one) Boosters/ Site Travel Choir #4

• Accommodations: Paid by ASB, District, Boosters, Students (Please circle one)

• Meals: Paid by ASB, District, Boosters, Students (Please circle one)

• Registration Fee: Paid by ASB, District, Boosters, Students (Please circle one)

• Comments:

Teacher Signature: Carrie Bryant

Date: 1/16/20

Administrator Signature: [Signature]

Date: 1/16/2020

Its going to be awesome!

Every four years, the THS Choir and Drama departments get to take a big fat trip somewhere, like New York City. Meanwhile, our short-range destination in the years between have been one-day, super close, full-program ventures. This year I would like to take only Concert Choir to perform somewhere they have never been for a very small amount of money... considering.

Itinerary

Friday, April 24th	7:00 AM	Depart	TWHS
	10:30 AM	Arrive	The Getty Museum
		Sack-lunch	The Getty
	1:30 PM	Depart	The Getty Museum
	3:00 PM	Arrive	Best Western Plus Raffles Inn and Suites
	Evening	Arrive/Perform	Performance Venue
	Evening	Depart	Performance Venue
	8:15	Arrive	Medieval Times
	10:30	Depart	Medieval Times
	11:00	Arrive	Best Western Hotel
	11:30	Asleep!	
Saturday, April 25th	Early Morning	Breakfast	Best Western Hotel
	8:30 AM	Depart	Best Western Hotel
	9:00 AM	Arrive	Disneyland park
	10:30 PM	Depart	Disneyland park
	Ridiculously late	Arrive	TWHS

Package inclusions:

- Transportation
- Lunch on Friday
- Festival performance
- Dinner at Medieval Times Friday night
- Hotel
- Breakfast on Saturday
- Admission to Disneyland park
- \$10 meal voucher at Disneyland for Saturday

NOT included:

- One meal in the park on Saturday.

Approximate cost: \$300.00 each for 31 students and \$250 for the chaperones/non-performers. Final numbers and cost may vary.



The J. Paul Getty Museum

Thursday, August 22, 2019

Confirmation Number: 188448437

Carrie Bryant
Tulare Western High
824 West Maple Ave.
Tulare, CA 93274-2699

Dear Carrie Bryant,

Grade(s): 12

Thank you for your interest in bringing your students to the J. Paul Getty Museum at the Getty Center in Los Angeles. This letter confirms the following arrangements for your school's **Guided Lesson: Self-Guided**.

Guided Lessons are taught by Gallery Docents and are available for grades K - 12. During a Guided Lesson, students study a limited number of objects in depth rather than tour the entire collection. Our lessons are highly participatory. Students work in small groups and engage in discussion, writing, role-playing, and, in some cases, art-making activities.

This letter does not authorize free bus transportation. If you were approved for free bus transportation, you will receive a separate attachment outlining the guidelines and procedures for scheduling your bus(es). Please note the school is responsible for arranging its own transportation for the visit.

Self-service pay stations are now used for parking at the Getty Center. School group chaperones arriving by car will have the \$15 parking fee waived with a confirmed school visit reservation and validated ticket. Instructions on how to validate your parking ticket will be available on site.

If you are unable to make your scheduled visit or have changes to your reservation, please call 310-440-7322 at least 60 days in advance.

Please refer to the schedule below for your arrival time to the Museum and your lesson time. This schedule also indicates the number of students, teachers, and chaperones attending, and the number of parking spaces reserved. Please carefully review the following museum policies concerning school programs.

Visit Date: Friday, April 24, 2020

Arrival Time: 10:30:00

10:30 AM Parking
11:45 AM Self-Guided
11:45 AM Self-Guided

School Bus
Student
Chaperone

quantity: 1
quantity: 25 29 31
quantity: 5 9 7

Quantity changed by
Phone 1/16/20 12:03 PM

J. Paul Getty Museum / Visitor Services
1200 Getty Center Drive, Suite 1000, Los Angeles, CA 90049-1687
Reservations and Information 310-440-7322 / 310-440-7305 - TTY (deaf and hard-of-hearing) www.getty.edu



Music in the Parks
1784 West Schuylkill Road
Douglassville, PA 19518

Carrie Bryant
Tulare Western High School
824 West Maple
Tulare, CA 93274

INVOICE

Reservation #: 56917

Statement Date: 1/16/2020

Location: Disneyland

Festival Date: April 24-25, 2020

Ticket Description

Performer: Festival, One Day Park Admission and Food Stand Voucher
Non-Performer: Festival, One Day Park Admission and Food Stand Voucher

Qty	Price	Total
29	\$188.00	\$5452.00
9	\$137.00	\$1233.00

Total Ticket Value: \$6685.00

Discounts Applied

1 Complimentary Director Tickets
1 Complimentary Chaperone Tickets

-\$137.00
-\$137.00

Total Discounts: -\$274.00

Current Balance: \$6411.00

Payment Schedule

Initial Payment Due: 1/25/2020
Balance Payment Due: 3/25/2020

\$100.00
\$6311.00

Total Tickets (Including Free): 38

Current Amount Due: \$100.00

All payments must be made in USD only.

We accept VISA, MasterCard, American Express, & Discover
<https://www.festivalsedge.com/Reservation/MakePayment/56917>

Make checks payable to: Festivals of Music

Return to: Music in the Parks
Accounting Department
1784 West Schuylkill Road
Douglassville, PA 19518
Phone: 800-323-0974
Fax: 610-327-4786
Email: accounting@festivalsofmusic.com



ATTN: TULARE WESTERN HIGH SCHOOL CONCERT CHOIR 4/24 FOR 1 NIGHT, 2020

ROOM TYPE	# OF ROOMS	# OF ROOM NIGHTS	RATE	SUBTOTAL	TAXES	GRAND TOTAL
QQ (STANDARD ROOM)	5	1	\$ 189.00	\$ 945.00	\$ 162.49	\$ 1,107.49
QOS-QUEEN SUITE-Carrie's upgrade	1	1	\$ 89.00	\$ 89.00	\$ 15.30	\$ 104.30
KING	2	1	\$ 89.00	\$ 178.00	\$ 30.61	\$ 104.30
2 BEDROOM 2 BATH SUITES-SLEEP 8	2	1	\$ 205.00	\$ 418.00	\$ 71.88	\$ 489.88
GRAND TOTAL	10	4		\$ 1,630.00	\$ 280.28	\$ 1,805.97

MAIL TO: BEST WESTERN PLUS RAFFLES INN & SUITES

MAKE ALL CHECKS OUT TO:

G2A HOTELS, INC.

2040 SOUTH HARBOR BLVD. ANAHEIM, CA 92802

CHECKS DUE: 30 DAYS PRIOR TO GROUP ARRIVAL
IATA# 31-728373

CHECK IN: 3PM
CHECK OUT: 11 AM

DIRECT LINE TO REACH SHAWN ANYTIME: 562-449-5501

ATTN: SHAWN ROSS-DIRECTOR OF SALES AND MARKETING

GROUP CONTACT NAME AND SIGNATURE: _____

OUT OFF AND ROOMING LIST DUE 30 DAYS PRIOR TO ARRIVAL OR ROOMS WILL BE DROPPED BY CLOSE OF BUSINESS.

Room Assignments

**TW Concert Choir Performance at
Getty Museum and group trip to
Medieval Times and Disneyland
March 24-26, 2020**

Room 1-Suite (Sleeps 8)

7 females

Room 4

4 males

Room 2-Suite (Sleeps 8)

8 females

Room 5

4 males

Room 3

4 females

Room 6

4 males

Rooms 7 - 10

Chaperone Rooms

**Chaperones: Carrie Bryant, Adrianna Heath, Emily McIntosh,
Trecia Gallegos, Alex Gallegos, Jana Petersdorf and Patrick
Cartwright**

Meeting of
February 6, 2020
FOR: RECURRING ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Facility Rental Contracts between International Agri-Center and Tulare Joint Union High School District for the Tulare Union High School Senior Breakfast on June 3, 2020

Background: Section 53060 of the California Government Code authorizes public school districts to contract for special services and advice in financial, economic and administrative matters with specially trained, experienced and competent persons.

Current Considerations: The Tulare Union High School Senior Breakfast is scheduled for June 3, 2020 and is attended by seniors from Tulare Union. A copy of the contract is attached for your review.

Fiscal Implications: The total cost of this contract is \$2,150, with a \$500 refundable cleaning deposit. The cost will be paid out of the Tulare Union Senior Class ASB accounts. The cost for this contract for 2019 was \$2,150.

Tulare Joint Union High School District Board Priorities:

- *Maintain the Fiscal Integrity of the District and Fund the Board Priorities*

Therefore it is:

Recommended:

That the Board approve the Facility Rental Contract for the Tulare Union High School Senior Breakfast on June 3, 2020.

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mrs. Vivian Hamilton, Business Manager

Facility Rental Contract

Client/Organization	Event Date	Telephone	Fax	Event #
Tulare Joint Union High School District	6/3/2020 (Wed)	(559) 686-4761	(559) 687-7367	E13192
Address		Booking Contact	Site Contact	Guests
426 North Blackstone		Kim Dueck	Tom Kellogg	400 (Pln)
Event Name	Event Coordinator	Theme	Category	
Tulare Union Senior Breakfast	Holly Derington	Social	School	

Site Name		Site Address		Site Locations			
Event Location	Date	Set Up	Start	Venue Serving	End	Departure	Setup Style
Banquet Hall	6/3/2020-Wed	3:30 pm	3:30 pm	NA	5:00 pm	5:30 pm	Floor Plan
Banquet Hall	6/3/2020-Wed	7:00 am	8:00 am	NA	12:00 pm	1:00 pm	Floor Plan

Food/Service Items		Price	Qty	Total
<u>Set Up Day - Wednesday, June 03, 2020 - 3:30 pm</u>				
Banquet Hall - Set Up Day			1	
<u>Breakfast Meeting - Wednesday, June 03, 2020 - 8:00 am</u>				
Banquet Hall		\$1,750.00	1	\$1,750.00
Manager Discount		(\$250.00)	1	(\$250.00)
Cleaning & Damage Deposit		\$500.00	1	\$500.00
Short A/V Cart and Screen and Projector with Sound		\$150.00	1	\$150.00
Client Provides Own Lap Top Computer -			1	
1/3 Stage - Black skirting			1	
Podium with Microphone			1	
Buffet Tables			5	
Round tables for 425 people			48	
Rectangle Table with 2 chairs			5	
Happy Cookers - Client arranged			1	

Comments

Breakfast Meeting - Wednesday, June 03, 2020 - 8:00 am

All the following are required prior to your event:

- Signed Contract
- Certificate of Host Liability Insurance (min \$1 million) naming International Agri-Center as Additional Insured
- Cleaning/Damage Deposit (\$500 payable at time of final payment - Refundable)
 - Deductions will be made for damage, not properly cleaned up,
 - AND any additional charges (i.e. security)
- Rental Fees paid in full by May 6, 2020
- Alcohol: None on Premises
- Outside Cater: Happy Cookers
- Floor Plan by May 6, 2020
- Audio Visual Needs

- Final Guest Count due June 1

** Please encourage your guests to Gate C for ease of parking.

** No confetti, loose glitter or silly string may be used as decorations within the building.

** Table linen, covers or other rentals responsibility of client. International Agri-Center does not provide any table coverings.

****Additional Guests**

- Additional guest will result in additional fees. We expect the estimated guest count to be as accurate as possible. If the actual guest count exceeds your estimated count by more than 5-10% then additional security will be called in and charges will be deducted from your cleaning and damage deposit and you may be responsible to pay additional fees.

*Banquet Hall - 498 people MAX

- You may apply for a permit allowing additional guest. This is done with through the City of Tulare Fire Department

****Set Up Day**

- Set Up may begin the day before your event at 8:00 am.

Subtotal	\$2,150.00	Paid	\$0.00	Pay Method	Card Number
Tax	\$0.00	Balance	\$2,150.00	Card Type	Expires
Service Charge	\$0.00			Card Holder	
Total Value	\$2,150.00			Signature	

Facility Rental Agreement

RESERVATION DEPOSIT: A non-refundable deposit of \$500 will "reserve" a date. All fees must be paid 30 days (or other date indicated in this contract prior to the event. Reservation Deposit will be applied to Rental Fees should event not be canceled. Failure to do so may result in the loss of the applicant's deposit. In event of cancellation for any reason whatsoever, the Reservation Deposit shall not be refunded.

SECURITY DEPOSIT: User shall pay a Security Deposit in the amount of \$500. In the event of cancellation the Security Deposit will be fully refunded so long as no preparation or set-up was conducted prior to cancellation notice. Security Deposit is used towards any cleaning cost, cost to repair damages to the premises or property, cost of any additional services, etc. Any amounts owing will be deducted from the Security Deposit, included:

- In the event the premises are not vacated promptly at the time set forth in the contract the user will be charged \$150 for the first hour and \$300 for any additional hours.
- Any other costs incurred by Renter in connection with the Event, including, without limitation, equipment rental fees or cost for additional staff or security guards.
- Cost incurred by the International Agri-Center, Inc. ("IAC") in restoring the Premises to its original condition after the Event or repairing any damage to the Premises caused by Renter or Renter's

guests.

SECURITY DEPOSIT REFUND: The Security Deposit refund will be mailed within 45 business days after the Event and upon receipt of satisfactory performance. Damage to the building, equipment or grounds is the responsibility of the Renter. The full deposit or a portion thereof will be retained for repair or replacement purposes. The Renter will receive an itemized statement of charges, which have been deducted from the Security Deposit, for which full reimbursement will be required. The Renter or individual(s) responsible for breakage or defacing the facility may be denied future use of the premises.

INSURANCE: All Renters must supply a Certificate of Liability insurance showing Commercial General Liability. The Commercial General Liability policy limit must be at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate unless otherwise reduced by the IAC. The International Agri-Center, Inc. must be named as an Additional Insured on the Commercial General Liability policy.

ALCOHOLIC BEVERAGES: The State of California Alcoholic Beverage Control rules and regulations must be complied with at all times. A liquor license is mandatory when any alcohol on IAC property. The IAC requires an approved licensed & insured bar service provided by an outside source. The IAC must have a copy of said license, 7 working days prior to the event. Persons consuming alcoholic beverages must be of legal age (21) and be prepared to show legal identification. The hostess/host and security guards will enforce these regulations. Last call for alcohol will be 45 minutes before the Event is to end. Bar will close half hour (30 minutes) before Event is to end. Consuming alcoholic beverages is not permitted outside the contracted event room. The Event hostess/host and security reserves the right to enforce these rules, remove anyone not in compliance, or shut down the bar or event if they deem it necessary. Client and Licensed Bar must agree to and sign the Alcohol Policy. No one under the age of 21 is allowed behind the bar area and/or allowed to serve any alcoholic beverages. Only approved bar are allowed on IAC property.

FOOD: Should the facility be used for a private event, the International Agri-Center reserves the right to require a Food Safety Handler to be present. For public events where prepared food is brought onto the site from off premises, a licensed & insured caterer must be used or a Tulare County Health permit must be obtained. **Kitchen is not available to non licensed/insured persons.** All licensed & insured caterers must be on IAC approved vendor list.

SERVICE CHARGE: The International Agri-Center offers clients to use their own caterer, equipment vendor and bar service. In cases where the IAC staff is utilized to order goods and services for clients, a minimum of 5% service charge will be assessed.

SECURITY GUARD REQUIREMENTS: The International Agri-Center will schedule security for all events as deemed necessary by the International Agri-Center staff and the Tulare Police Department, at the Renter's sole expense. One security guard must be present at Renter's expense until management completes lock-up of the building after the Event. If additional security guards are required for any reason during an Event those fees will be deducted from the Security Deposit or be the responsibility of the Renter. This includes, but is not limited to, guest count exceeding estimated number, excessive drinking or potential underage drinking or a high risk crowd. This will be determined by IAC staff or security personnel. Renter is not required to be notified.

SET UP AND TAKE DOWN: International Agri-Center reserves the right to conduct a move-in inspection of the facility prior to the event and/or a move-out inspection with a responsible event representative following the event. Rooms are rented with the housed equipment (tables, chairs, and audio/visual) in its present condition. Renter may substitute with prior approval. Renter must remove all decorations, substituted equipment and any display materials before leaving the facility at the designated time.

ADOLESCENTS AND YOUNG CHILDREN: Client understands that all children /young adults must be chaperoned and inside all rented facilities. Parents/guardians are responsible for actions of children/young adults. Guests can & will be asked to leave the IAC should the behavior of any youth become unacceptable by security and/or Event Hostess. Children/young adults are not permitted in the kitchen area and expressly forbidden in any area dispensing alcohol of any type.

DAMAGES: The damage of any International Agri-Center property will result in a deduction from the Security Deposit and additional charges may be applied to Renter's credit card. All deductions are made at the sole discretion and

judgment of the International Agri-Center.

FAILURE OF PAY FEES: Failure to pay fees at least 30 days prior to the event may cause termination of this Facility Rental Agreement and forfeiture of Security Deposit, or Reservation Deposit. Failure to pay fees said to be paid after event will automatically be retained from deposits and will also be sent to collections.

CANCELLATION: Any cancellation other termination of this Facility Rental Agreement shall be in writing. Reservation Deposit is non-refundable. The International Agri-Center reserves the right to cancel the Event at any time for any reason and refund all deposits and fees. Renters who cancel within 60 days may be charged a portion of their fees.

SMOKING: Smoking and vaping is not permitted within the confines of the facilities.

WEAPONS: Weapons are prohibited.

DECORATIONS: All Decoration plans must be approved by IAC Rental Manager/or Designee. Decorations are limited to tables and the stage area. Decorations are not permitted on walls, ceiling or doors unless prior approval from IAC staff has been given. NO glitter, confetti, silly string, real flower petals, etc may be used may be used within the building. Photo booths and gift items that leave flower, feathers or other mess, is the responsibility of the client to clean up.

Use of candles is permitted on table tops only. Candles must be contained within a 'hurricane' and wicks must be no more than 1/2 inch in height. Floating candles are permitted in a minimum of 1" of standing water. Candles/ lights with flames cannot be hung from any object.

The use of cellophane, adhesives, nails, screws or staples are not permitted. Decorating plans must receive prior approval from IAC staff. Existing decorations as part of a seasonal holiday, or other program display material, are not to be disturbed or removed. If balloons are used to decorate, operation of ceiling fans is not permitted. Renter will be charged a clean up fee for any balloons remaining after the event at the rate of \$10.00 per balloon. .

Birdseed, rice or real flower petals may be used for outdoor events. Any excessive cleaned up performed by the IAC will result in extra fees.

Renters with arrangements to decorate or prepare food must report to the facility at the time noted on the contract. Personnel assigned to open the facility for decorating or cooking purposes will vacate the premises if a group representative does not report at the time indicated on the contract. Staff "call back" may constitute an additional charge.

OPERATING HOURS: Hours will be determined by client and International Agri-Center staff. Alcohol serving or selling will close at 9:30 pm. DJ, Bands, or Music must end by 10:00 PM, and the facility must be cleared by 12 midnight. A grace period from 12 midnight until 1 a.m. will be reserved for clean up decorations by client only. After 1 am additional charges may be assessed at the rate of \$150/\$300 per hour.

USE OF AUDIO/VISUAL EQUIPMENT: Renter may utilize limited audio/visual equipment (upon availability) which is owned by the International Agri-Center for a fee. Said equipment must remain on site at all times unless approved by IAC staff. The Renter must furnish additional supply needs including equipment above and beyond or in lieu of what IAC can provide. PLEASE NOTE: Sound MAY NOT exceed 100 decibel limit. If it does International Agri-Center reserves the right to immediately shut down all music. Please convey this information to DJ's, bands and any other sound people.

SAFETY: Safety of attendees for all events needs to be a prime consideration. Fire exits and maximum room occupancies must be maintained as determined by the Tulare Fire Department and must be observed at all times.

OTHER EVENTS: The Renter understands there may be other events held on the International Agri-Center site or in Heritage Complex simultaneously.

MISCELLANEOUS PROVISIONS: Assignment - Renter may not assign this Facility Rental Agreement without the written consent of the International Agri-Center, which consent shall not be unreasonably withheld. Attorney's fees - In the event either party brings legal action to compel performance under this Facility Rental Agreement, the prevailing party shall be entitled to collect reasonable attorney's fees and costs which may result from such legal action. Binding on Successors - This Facility Rental Agreement shall be binding on and to the successors, heirs and assigns of the parties hereto.

INDEMNIFICATION: Renter shall indemnify, hold harmless and defend the International Agri-Center and all officers, directors, trustees, volunteers and employees from all losses, claims, liability, damage, actions and judgments arising out of injury or death of any persons, and any loss of, through theft or otherwise, or damage to property arising in any way in connection with the use by the Renter or any person or entity with the permission of the Renter of the facility, equipment, or arising out of the use of patented, trademarked or copyrighted materials, equipment, devices, processes or dramatic rights furnished to or used by the Renter, its exhibitors, or other persons in connection with the Event or the use of the facility. Such indemnification shall not be effective to the extent that damage or injury results from the sole negligence, gross negligence or willful misconduct of the International Agri-Center.

I HAVE READ AND UNDERSTAND ALL OF THE ABOVE RULES AND REGULATIONS AND AGREE TO ABIDE BY THEM.

Client Approval: _____ Date: _____

International Agri-Center:  _____ Date: 1/15/20

Meeting of
February 6, 2020
FOR: RECURRING ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Facility Rental Contract between International Agri-Center and Tulare Joint Union High School District for the Mission Oak High School Senior Breakfast on June 4, 2020

Background: Section 53060 of the California Government Code authorizes public school districts to contract for special services and advice in financial, economic and administrative matters with specially trained, experienced and competent persons.

Current Considerations: The Mission Oak High School Senior Breakfast is scheduled for June 4, 2020 and will be attended by Seniors from Mission Oak. A copy of the contract is attached for your review.

Fiscal Implications: The total cost of this contract is \$2,075, with a \$500 refundable security deposit. The cost is being paid out of the Mission Oak Senior Class ASB account. The cost for this contract for 2019 was \$2,075.

Tulare Joint Union High School District Board Priorities:

- *Maintain the Fiscal Integrity of the District and Fund the Board Priorities*

Therefore it is:

Recommended:

That the Board approve the Facility Rental Contract with International Agri-Center for the Mission Oak High School Senior Breakfast on June 4, 2020.

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mrs. Vivian Hamilton, Business Manager

Facility Rental Contract

Client/Organization	Event Date	Telephone	Fax	Event #
Tulare Joint Union High School District	6/4/2020 (Thu)	(559) 686-4761	(559) 687-7367	E13197
Address		Booking Contact	Site Contact	Guests
426 North Blackstone		Kim Dueck		300 (PIn)
Event Name	Event Coordinator	Theme	Category	
Mission Oak High School Senior Bre	Adrianna McCoy	Social	School	

Site Name		Site Address		Site Locations			
Event Location	Date	Set Up	Start	Venue Serving	End	Departure	Setup Style
Banquet Hall	6/4/2020-Thu	NA	2:00 pm	NA	5:00 pm	5:30 pm	Floor Plan
Banquet Hall	6/4/2020-Thu	7:00 am	8:00 am	NA	12:00 pm	1:00 pm	Floor Plan

Food/Service Items		Price	Qty	Total
<u>Breakfast Meeting - Thursday, June 04, 2020 - 8:00 am</u>				
Banquet Hall -		\$1,750.00	1	\$1,750.00
Manager Discount		(\$250.00)	1	(\$250.00)
Cleaning Damage Security Deposit (Fully Refundable)		\$500.00	1	\$500.00
covers both high school events			1	
Short A/V Cart and Screen and Projector with Sound - linked		\$75.00	1	\$75.00
1/2 Stage - Black skirting			1	
Podium with Microphone			1	
Buffet Tables			5	
Round tables for 425 people			45	
Rectangle Table with 2 chairs			5	
Happy Cookers - Client arranged			1	

Comments

Set Up Day - Thursday, June 04, 2020 - 2:00 pm

Breakfast Meeting - Thursday, June 04, 2020 - 8:00 am

All the following are required prior to your event:

- Signed Contract
- Certificate of Host Liability Insurance (min \$1 million) naming International Agri-Center as Additional Insured.
- Cleaning/Damage Deposit (\$500 Credit Card Suggested - Refundable) - paid by Mission Oak and rolls to Tulare Union
 - Deductions will be made for damage, not properly cleaned up, AND any additional charges (i.e. security)
- Rental Fees paid in full by May 4, 2020
- Alcohol: None on Premises

- Outside Cater: Happy Cookers
- Floor Plan
- Audio Visual Needs
- Final Guest Count due June 1st

** Please encourage your guests to use Gate C for ease of parking.

** Table linen, covers or other rentals responsibility of client. International Agri-Center does not provide any table coverings.

****Set Up Day**

- Set Up may begin the day of your event at 7:00 am
- Tuesday Set Up between the hours of 2 pm and 5 pm .

Subtotal	\$2,075.00	Paid	\$0.00	Pay Method	Card Number
Tax	\$0.00	Balance	\$2,075.00	Card Type	Expires
Service Charge	\$0.00			Card Holder	
Total Value	\$2,075.00			Signature	

Facility Rental Agreement

RESERVATION DEPOSIT: A non-refundable deposit of \$500 will "reserve" a date. All fees must be paid 30 days (or other date indicated in this contract prior to the event. Reservation Deposit will be applied to Rental Fees should event not be canceled. Failure to do so may result in the loss of the applicant's deposit. In event of cancellation for any reason whatsoever, the Reservation Deposit shall not be refunded.

SECURITY DEPOSIT: User shall pay a Security Deposit in the amount of \$500. In the event of cancellation the Security Deposit will be fully refunded so long as no preparation or set-up was conducted prior to cancellation notice. Security Deposit is used towards any cleaning cost, cost to repair damages to the premises or property, cost of any additional services, etc. Any amounts owing will be deducted from the Security Deposit, included:

- In the event the premises are not vacated promptly at the time set forth in the contract the user will be charged \$150 for the first hour and \$300 for any additional hours.
- Any other costs incurred by Renter in connection with the Event, including, without limitation, equipment rental fees or cost for additional staff or security guards.
- Cost incurred by the International Agri-Center, Inc. ("IAC") in restoring the Premises to its original condition after the Event or repairing any damage to the Premises caused by Renter or Renter's guests.

SECURITY DEPOSIT REFUND: The Security Deposit refund will be mailed within 45 business days after the Event and upon receipt of satisfactory performance. Damage to the building, equipment or grounds is the responsibility of the Renter. The full deposit or a portion thereof will be retained for repair or replacement purposes. The Renter will receive an itemized statement of charges, which have been deducted from the Security Deposit, for which full reimbursement will be required. The Renter or individual(s) responsible for breakage or defacing the facility may be denied future use of the premises.

INSURANCE: All Renters must supply a Certificate of Liability insurance showing Commercial General Liability. The Commercial General Liability policy limit must be at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate unless otherwise reduced by the IAC. The International Agri-Center, Inc. must be named as an Additional Insured on the Commercial General Liability policy.

ALCOHOLIC BEVERAGES: The State of California Alcoholic Beverage Control rules and regulations must be complied with at all times. A liquor license is mandatory when any alcohol on IAC property. The IAC requires an

approved licensed & insured bar service provided by an outside source. The IAC must have a copy of said license, 7 working days prior to the event. Persons consuming alcoholic beverages must be of legal age (21) and be prepared to show legal identification. The hostess/host and security guards will enforce these regulations. Last call for alcohol will be 45 minutes before the Event is to end. Bar will close half hour (30 minutes) before Event is to end. Consuming alcoholic beverages is not permitted outside the contracted event room. The Event hostess/host and security reserves the right to enforce these rules, remove anyone not in compliance, or shut down the bar or event if they deem it necessary. Client and Licensed Bar must agree to and sign the Alcohol Policy. No one under the age of 21 is allowed behind the bar area and/or allowed to serve any alcoholic beverages. Only approved bar are allowed on IAC property.

FOOD: Should the facility be used for a private event, the International Agri-Center reserves the right to require a Food Safety Handler to be present. For public events where prepared food is brought onto the site from off premises, a licensed & insured caterer must be used or a Tulare County Health permit must be obtained. **Kitchen is not available to non licensed/insured persons.** All licensed & insured caterers must be on IAC approved vendor list.

SERVICE CHARGE: The International Agri-Center offers clients to use their own caterer, equipment vendor and bar service. In cases where the IAC staff is utilized to order goods and services for clients, a minimum of 5% service charge will be assessed.

SECURITY GUARD REQUIREMENTS: The International Agri-Center will schedule security for all events as deemed necessary by the International Agri-Center staff and the Tulare Police Department, at the Renter's sole expense. One security guard must be present at Renter's expense until management completes lock-up of the building after the Event. If additional security guards are required for any reason during an Event those fees will be deducted from the Security Deposit or be the responsibility of the Renter. This includes, but is not limited to, guest count exceeding estimated number, excessive drinking or potential underage drinking or a high risk crowd. This will be determined by IAC staff or security personnel. Renter is not required to be notified.

SET UP AND TAKE DOWN: International Agri-Center reserves the right to conduct a move-in inspection of the facility prior to the event and/or a move-out inspection with a responsible event representative following the event. Rooms are rented with the housed equipment (tables, chairs, and audio/visual) in its present condition. Renter may substitute with prior approval. Renter must remove all decorations, substituted equipment and any display materials before leaving the facility at the designated time.

ADOLESCENTS AND YOUNG CHILDREN: Client understands that all children /young adults must be chaperoned and inside all rented facilities. Parents/guardians are responsible for actions of children/young adults. Guests can & will be asked to leave the IAC should the behavior of any youth become unacceptable by security and/or Event Hostess. Children/young adults are not permitted in the kitchen area and expressly forbidden in any area dispensing alcohol of any type.

DAMAGES: The damage of any International Agri-Center property will result in a deduction from the Security Deposit and additional charges may be applied to Renter's credit card. All deductions are made at the sole discretion and judgment of the International Agri-Center.

FAILURE OF PAY FEES: Failure to pay fees at least 30 days prior to the event may cause termination of this Facility Rental Agreement and forfeiture of Security Deposit, or Reservation Deposit. Failure to pay fees said to be paid after event will automatically be retained from deposits and will also be sent to collections.

CANCELLATION: Any cancellation other termination of this Facility Rental Agreement shall be in writing. Reservation Deposit is non-refundable. The International Agri-Center reserves the right to cancel the Event at any time for any reason and refund all deposits and fees. Renters who cancel within 60 days may be charged a portion of their fees.

SMOKING: Smoking and vaping is not permitted within the confines of the facilities.

WEAPONS: Weapons are prohibited.

DECORATIONS: All Decoration plans must be approved by IAC Rental Manager/or Designee. Decorations are

limited to tables and the stage area. Decorations are not permitted on walls, ceiling or doors unless prior approval from IAC staff has been given. NO glitter, confetti, silly string, real flower petals, etc may be used within the building. Photo booths and gift items that leave flower, feathers or other mess, is the responsibility of the client to clean up.

Use of candles is permitted on table tops only. Candles must be contained within a 'hurricane' and wicks must be no more than 1/2 inch in height. Floating candles are permitted in a minimum of 1" of standing water. Candles/ lights with flames cannot be hung from any object.

The use of cellophane, adhesives, nails, screws or staples are not permitted. Decorating plans must receive prior approval from IAC staff. Existing decorations as part of a seasonal holiday, or other program display material, are not to be disturbed or removed. If balloons are used to decorate, operation of ceiling fans is not permitted. Renter will be charged a clean up fee for any balloons remaining after the event at the rate of \$10.00 per balloon. .

Birdseed, rice or real flower petals may be used for outdoor events. Any excessive cleaned up performed by the IAC will result in extra fees.

Renters with arrangements to decorate or prepare food must report to the facility at the time noted on the contract. Personnel assigned to open the facility for decorating or cooking purposes will vacate the premises if a group representative does not report at the time indicated on the contract. Staff "call back" may constitute an additional charge.

OPERATING HOURS: Hours will be determined by client and International Agri-Center staff. Alcohol serving or selling will close at 9:30 pm. DJ, Bands, or Music must end by 10:00 PM, and the facility must be cleared by 12 midnight. A grace period from 12 midnight until 1 a.m. will be reserved for clean up decorations by client only. After 1 am additional charges may be assessed at the rate of \$150/\$300 per hour.

USE OF AUDIO/VISUAL EQUIPMENT: Renter may utilize limited audio/visual equipment (upon availability) which is owned by the International Agri-Center for a fee. Said equipment must remain on site at all times unless approved by IAC staff. The Renter must furnish additional supply needs including equipment above and beyond or in lieu of what IAC can provide. **PLEASE NOTE:** Sound MAY NOT exceed 100 decibel limit. If it does International Agri-Center reserves the right to immediately shut down all music. Please convey this information to DJ's, bands and any other sound people.

SAFETY: Safety of attendees for all events needs to be a prime consideration. Fire exits and maximum room occupancies must be maintained as determined by the Tulare Fire Department and must be observed at all times.

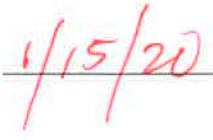
OTHER EVENTS: The Renter understands there may be other events held on the International Agri-Center site or in Heritage Complex simultaneously.

MISCELLANEOUS PROVISIONS: Assignment - Renter may not assign this Facility Rental Agreement without the written consent of the International Agri-Center, which consent shall not be unreasonably withheld. Attorney's fees - In the event either party brings legal action to compel performance under this Facility Rental Agreement, the prevailing party shall be entitled to collect reasonable attorney's fees and costs which may result from such legal action. Binding on Successors - This Facility Rental Agreement shall be binding on and to the successors, heirs and assigns of the parties hereto.

INDEMNIFICATION: Renter shall indemnify, hold harmless and defend the International Agri-Center and all officers, directors, trustees, volunteers and employees from all losses, claims, liability, damage, actions and judgments arising out of injury or death of any persons, and any loss of, through theft or otherwise, or damage to property arising in any way in connection with the use by the Renter or any person or entity with the permission of the Renter of the facility, equipment, or arising out of the use of patented, trademarked or copyrighted materials, equipment, devices, processes or dramatic rights furnished to or used by the Renter, its exhibitors, or other persons in connection with the Event or the use of the facility. Such indemnification shall not be effective to the extent that damage or injury results from the sole negligence, gross negligence or willful misconduct of the International Agri-Center.

I HAVE READ AND UNDERSTAND ALL OF THE ABOVE RULES AND REGULATIONS AND AGREE TO ABIDE BY THEM.

Client Approval: _____ Date: _____

International Agri-Center:  _____ Date:  _____

Meeting of
February 6, 2020
FOR: ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Donation to Tulare Western High School ASB AVID Club from Tulare Hospital Foundation

Background: In accordance with Board Policy 3290 the Board of Trustees may accept any bequest or gift of money or property on behalf of the district.

Current Considerations: Tulare Hospital Foundation would like to donate \$250 to Tulare Western High School ASB AVID Club. A copy of the donation form is attached.

Fiscal Implications: Tulare Western High School ASB AVID Club will receive a benefit of \$250.

Tulare Joint Union High School District Board Priorities:

- *Improve Student Outcomes and Performance*

Therefore it is:

Recommended:

That the Board approve the monetary donation to Tulare Western High School ASB AVID Club.

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mrs. Vivian Hamilton, Business Manager

Donation Form

Fiscal Year: 2019-2020

Name of Donor: Tulare Hospital Foundation
Street Address: 906 N. Cherry St
City, State and Zip: Tulare CA 93274
Telephone: 685-3438

Description of the donation: # Student Volunteers (Seniors) helped w/ event, foundation donated for AVID Senior Scholarships
(If cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number, color, etc.)

Donor's estimate of value: \$250.00

Purpose of the donation: (ASB organization, school site or district program): AVID Club

All donations in the form of cash or check should be forwarded to the district business office with this completed form. All other donations should have a completed form sent to the district business office. Explain below whether the donation is for the school site or a specific district program.

Specifically for AVID club

Deposit to the following account(s):

								%						
				9		5		2		0		7		100

Report prepared by: Steve Lopez AVID Coordinator 1/28/20
Signature, Title and Date

The following must be completed prior to the Principal's signature if donation is for ASB.

Reviewed by ASB Director: _____
Signature and Date 1/28/20

Date Approved by ASB: _____ 1/28/20

Principal: _____
Signature and Date 1/28/20

Meeting of
February 6, 2020
FOR: ACTION

TULARE JOINT UNION HIGH SCHOOL DISTRICT

TO: MEMBERS OF THE BOARD OF TRUSTEES

APPROVE: Donation to Tulare Western High School ASB AVID Club from World's Finest Chocolate

Background: In accordance with Board Policy 3290 the Board of Trustees may accept any bequest or gift of money or property on behalf of the district.

Current Considerations: World's Finest Chocolate would like to donate \$135 to Tulare Western High School ASB AVID Club. A copy of the donation form is attached.

Fiscal Implications: Tulare Western High School ASB AVID Club will receive a benefit of \$135.

Tulare Joint Union High School District Board Priorities:

- *Improve Student Outcomes and Performance*

Therefore it is:

Recommended:

That the Board approve the monetary donation to Tulare Western High School ASB AVID Club.

SUBMITTED BY:
Mr. Tony Rodriguez
Superintendent

PREPARED BY: Mrs. Vivian Hamilton, Business Manager

Donation Form

Fiscal Year: 2019-2020

Name of Donor: World's Finest Chocolate
Street Address: 4801 S. Lawndale Ave.
City, State and Zip: Chicago, IL 60632-3062
Telephone:

Description of the donation: Sell out bonus

(If cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number, color, etc.)

Donor's estimate of value: \$35.00
Purpose of the donation: (ASB organization, school site or district program): AVID Club

All donations in the form of cash or check should be forwarded to the district business office with this completed form. All other donations should have a completed form sent to the district business office. Explain below whether the donation is for the school site or a specific district program.

AVID Club for sell out of fundraiser

Deposit to the following account(s):
_____ 9 - 5 - 2 - 0 - 7 %
_____ 100

Report prepared by: Steve Lopez AVID Coordinator
Signature, Title and Date 1/28/20

The following must be completed prior to the Principal's signature if donation is for ASB.

Reviewed by ASB Director: _____
Signature and Date 1/28/20

Date Approved by ASB: _____
1/28/20

Principal: _____
Signature and Date 1/28/20

12-Month Board Calendar 2019-2020

Month:

▪ **July 2019**

▪ **August 2019**

Board Items:

- Agreements to Provide Food & Supplies to Food Services [Hamilton]
- Annual Statement of Need for 30-Day Sub Permit [Orisio]
- Budget Revisions [Hamilton]
- CA Ag Teacher Induction Program (CATIP) Agreement [Orisio]
- Declaration of Need for Fully Qualified Educators [Orisio]
- Facilities Master Plan Update [Rodriguez]
- Matt Upton Agreement [Hamilton]
- MOU TAS Consortium Perkins CTE [Torrez]
- Occupational Therapy Agreement [Edwards]
- ProYouth Agreement [Aldaco]
- Speech Services Agreement [Edwards]
- Sprigeo Contract (*Recurring*) [Aldaco]
- State Building Funds Application [Orisio]
- Superintendent's Formal Evaluation
- Teacher Induction Program Tulare County [Orisio]
- Teacher Salary Schedules [Orisio]
- Turning Point Contract [Aldaco]
- Superintendent's Overnight Travel Requests [Rodriguez]

- Boundary Study Information [Rodriguez]
- Budget Revisions 2018-2019, 2019-2020 [Hamilton]
- Countryside/YSB Contract (*Renewal*) [Aldaco]
- Edmentum (PLATO) Contract Renewal [Van Scyoc]
- Houston Insurance Services Contract [Hamilton]
- License Agreement between So Cal Edison and TJUHSD [Hamilton]
- MOU for PIQE [Van Scyoc]
- Piggyback Consent Form between Glendale Unified and Apple Inc. [Trimm]
- Point Loma Nazarene University Internship Credential Program Agreement for 2019-2024 [Orisio]
- Public Hearing & Approve Settlement Disclosure CSEA [Hamilton]
- Salary & Health & Welfare Benefit Increases [Orisio]
- SchoolWorks Agreement for Demographics (*Recurring*) [Hamilton]
- SchoolWorks Facilities Planning Assessment [Rodriguez]
- SISC Flex Plan and Agreement [Hamilton]
- SuperFan, Inc. Agreement [Hamilton]
- Superintendent's Overnight Travel Requests [Rodriguez]
- TCOE Foster Youth Services Coordinating Program [Edwards]
- Tentative Agreement between TJUHSD and CSEA Chapter 218 [Orisio]
- TYSB Additional Mental Health Services [Aldaco]

Events/Holidays:

- 7/9 – Special Board Meeting at 6:30 p.m.
- 7/18 – Regular Board Meeting at 7:30 p.m.
- 7/25 – Management Team Charge Session, TCOE Office
- 7/31 – New Teacher Breakfast, 8:00 a.m., SDR, TJUHSD

- 8/1 – Regular Board Meeting at 7:30 p.m.
- 8/5 – District Wide Meeting, Tulare Union High School
- 8/7 – Special Board Meeting at 6:00 p.m.
- 8/8 – First Day of School
- 8/15 – Regular Board Meeting at 7:30 p.m.
- 8/27 – Back to School Night (*Minimum Day*)

Month:▪ **September 2019**▪ **October 2019****Board Items:**

- Budget Policy & Calendar for 2019-2020 [Hamilton]
- Budget Revisions [Hamilton]
- CA College Guidance Initiative (CCGI) Contract [Van Scyoc]
- Committee on Assignments [Orisio]
- *Conflict of Interest Code Bylaws* [Orisio]
- Determining Membership & Duties of the BAC [Hamilton]
- Farm Enterprise Report [Hamilton]
- Food Service Operations Report (Hamilton)
- Gann Limits Resolution (*Due September 15th*) [Hamilton]
- Increase to Board Member Health Insurance Cap [Hamilton]
- Recognition of School-Connected Organizations [Hamilton]
- School Facilities Project Update [Pierotte]
- SchoolWorks Contract for 2020 Level 1 Developer Fee Study [Pierotte]
- Subject Matter Verification Agreements (*every 2 years*) [Orisio]
- Sufficiency of Textbooks/Instructional Materials [Van Scyoc]
- Summer School Report [Van Scyoc/Robles]
- TCOE Agreement for CA Standards Prof Learning at CHS [Van Scyoc]
- Unaudited Financial Report [Hamilton]
- Withdraw of School-Connected Organizations [Hamilton]

- Agreement with Tulare Co Supt of Schools and TJUHSD K12 Strong Workforce Project (SWP) [Aldaco]
- Agreement with Tulare Co Supt of Schools for Board Certified Behavior Analyst (BCBA) [Edwards]
- Amendment to **Board Bylaws Regarding Health Insurance** [Hamilton]
- American Red Cross Agreement [Hamilton]
- Career Technical Education Incentive Grant (CTEIG) [Aldaco]
- Contract between TJUHSD and CCGI [Van Scyoc]
- Facilities & Transportation & Project Update Report [Pierotte]
- LCSSP Agreement with TCOE [Van Scyoc]
- Local Indicators (Calif School Dashboards) District, SV, ACHS-presentation [Van Scyoc]
- Resolution Superintendent Interleague Council Central Section CIF [Rodriguez]
- School Calendar Proposals 2020-2021 & 2021-2022 [Van Scyoc]
- Security Guards for School Facility Rentals [Hamilton]
- Towards No Drugs Agreement (TND) [Van Scyoc]
- Travel Request for TJUHS District FFA to attend National FFA Convention [Aldaco]

Events/Holidays:

- 9/2 – Labor Day
- 9/5 – **Regular Board Meeting at 7:30 p.m.**
- 9/11 – Fair Day
- 9/19 – **Regular Board Meeting at 7:30 p.m.**
- 9/24 – Joint Meeting with City of Tulare and COS
Tulare Public Library Council Chambers
6:00 p.m.

- 10/3 – **Regular Board Meeting at 7:30 p.m.**
- 10/16 – **PSAT** (Minimum Day)
- 10/16 – Luncheon at the High School Farm (11:45 am & 1:30 pm)
- 10/17 – **Regular Board Meeting at 7:30 p.m.**
- **10/28 – Special Board Meeting TWHS Awards at 6:30 p.m.**
- **10/29 - Excellence in Education Awards Recognition Breakfast at the Visalia Convention Center, 7:30 -9:15 a.m.**

Month:▪ **November 2019****Board Items:**

- Advertise for Contractors Prequalification [Pierotte]
- Agreement – AgCenter for Spring FFA Banquet [Dutto]
- Agreement -Student Rising Above Hub *(Recurring)* [Van Scyoc]
- Agreement with California Solar 3, LLC [Hamilton/Pierotte]
- Annual Renewal Membership with Super Co-Op *(Recurring)* [Hamilton/Stephens]
- Annual Report of Developer Fees [Hamilton]
- Boundary Study Information [Rodriguez]
- Budget Revisions 2019-2020 [Hamilton]
- CAASPP Results presentation (11/21/19) [Van Scyoc]
- Call for CSBA Delegate Nominations (INFO) [Rodriguez]
- Classified School Employee Summer Assistance Program [Hamilton]
- Facility Agreement for Winter Formal [Hamilton]
- First Interim Financial Report for 2019-2020 [Hamilton]
- National Academy Foundation Membership MOU [Aldaco]
- New Course Offerings Proposal (Van Scyoc)
- Project Update Report [Pierotte]
- Prom Agreement with Country M Ranch Agreement [Hamilton]
- Quarterly Board Policy Revisions [Rodriguez]
- Resolution Opposed Proposed Ordinance to Legalize Sale of Marijuana in Tulare [Rodriguez]
- Resolution to Permit Transfer of Funds with Adopted Budget [Hamilton]
- Set Date/Time for Annual Organization Meeting [Rodriguez]
- Winter Schedule Proposal 2019-2020 [Van Scyoc]

Events/Holidays:

- 11/4 –Special Board Meeting Alt Ed/TAS Awards at 6:00 pm
- 11/7 – Regular Board Meeting at 7:30 p.m.
- 11/13 - Special Board Meeting FMP at 6:00 p.m.
- 11/14 – Fall Institute 2019 at 5:30 pm. (TCOE, Mooney)
- 11/18 – Special Board Meeting TUHS Awards at 6:00 p.m.
- 11/11 – Veteran’s Day –Holiday
- 11/21 – Regular Board Meeting at 7:30 p.m.
- 11/25 – 11/29 Thanksgiving Week

▪ **December 2019**

- 4 x 4 Schedule Update [Van Scyoc]
- Agreement with International Ag Center for Spring FFA Banquet [Dutto]
- Annual Report of Developer Fees for 2018-2019 [Hamilton]
- Boundary Study Information - Plan F [Rodriguez]
- Budget Allocations for Next Year’s Proposed Budget [Hamilton]
- Clinical Facility Site Agreement with Merritt Manor/Live Oak Post Acute [Torrez]
- Discovery Education Streaming Plus [Van Scyoc]
- Formula Allocations for Proposed 2020-2021 Budget [Hamilton]
- FPU Student Teaching Agreement [Orisio]
- Mission Oak Mural [Hamilton]
- National External Diploma Program at TAS [Torrez]
- Quarterly Board Policy Revisions [Rodriguez]
- Ratification of Agreement – Kroll Cyber Security [Hamilton]
- Recovery Resources Agreement for Additional Services [Aldaco]
- **Re-Organization of the Board of Trustees [Rodriguez] – 12/19/19**
- SchoolWorks, Inc. GIS Annual Service Agreement Demographic & Enrollment Projections [Pierotte]
- Sell/Dispose Surplus Equipment (1985 GMC Flatbed Truck) [Richardson]
- Sell/Dispose Surplus Property (TWHs Band Truck) [Richardson]

- 12/2 – Special Board Meeting Mission Oak at 6:00 p.m.
- 12/5 – 12/7 - CSBA conference – San Diego, CA
- 12/16 – Special Board Meeting at 6:00 p.m.
- 12/19 – Regular Board Meeting *(Reorganization of the Board)*
- 12/23 – 1/10 Winter Break

Month:➤ **January 2020****Board Items:**

- 2019-2020 Budget to Actual Comparison Report [Hamilton]
- Agreement with **Matt Upton** (Food Services) [VH/JS]
- Agreement with Pacific Crest Actuaries regarding GASB 75 [Hamilton]
- Agreement with Trilogy Medwaste [Hamilton]
- Audit Report for June 30, 2019 [Hamilton]
- Boundary Study Information [Rodriguez]
- Budget Revisions for 2019-2020 [Hamilton]
- District **Safety Plans** for 2019-2020 – Updated [Aldaco]
- Formula Allocations for 2020-2021 [Hamilton]
- LCSSP Grant [Van Scyoc/Aldaco]
- Lease Agreement for Live Oak Baseball Field Extension [Pierotte]
- New Sign at HS Farm [Pierotte]
- Proposals for Audit Services 2017-18 through 2019-20 [Hamilton]
- Quarterly Board Policy Revisions [Rodriguez]
- Renewal of Superintendent Contract [Rodriguez]
- Report on California School Dashboard for TJUHSD [Van Scyoc]
- Schoolwide Plans for CHS, SVCHS, ACHS [Aldaco]
- Student Body Fund Procedures Manual [Hamilton]
- Summer School 2019 Proposal [Van Scyoc]
- Update to Procurement Procedures for Food Services [VH/JS]

Events/Holidays:

- 1/16 – **Regular Board Meeting at 7:00 p.m.**
- 1/20– Martin Luther King
- 1/21 – **Special Board Meeting FMP Study Session at 6:00 p.m.**

➤ **February 2020**

- 2nd Interim Financial Report for 2018-2019 [Hamilton]
- Boundary Study Information [Rodriguez]
- Budget Update [Hamilton]
- Cafeteria Report (Mid-Year) [Stephens/Hamilton]
- Challenge Day Contract 2020 [Aldaco]
- Conflict of Interest [Rodriguez]
- Contract with Tulare Agri-Center for TU Senior Breakfast [Hamilton]
- District's Response to Letter to Management [Hamilton]
- Facilities Projects Discussion [Rodriguez]
- Farm Enterprise Report (Mid-Year) [Dutto/Hamilton]
- Master Intergovernmental Cooperative Purchasing Agreement [Trimm]
- Microsoft Volume Licensing Enrollment for Education Solutions [Trimm]
- Proposals for Providing Food, Beverages, Supplies to the District [Hamilton]
- Public Benefits Grant from the SJ Valley Air Pollution Control District [Pierotte]
- Purchase of New Servers [Trimm]
- Quarterly Board Policy Revision [Rodriguez]
- Revisions to BP/AR 1230 School Connected Organizations [Hamilton]

- 2/3 – Non-School Day
- 2/4 – **Special Board Meeting – Boundary Study**
- 2/6 – **Regular Board Meeting at 7:00 p.m.**
- 2/10 – Lincoln's Birthday - Holiday
- 2/17 – President's Day - Holiday
- 2/20 – **Regular Board Meeting at 7:00 p.m.**
- 2/24 – **Special Board Meeting- TW Spring Board Awards at 6:30 p.m.**

Month:▪ **March 2020**▪ **April 2020****Board Items:**

- 1 Million Contract CONSENT [Van Scyoc]
- Adoption of New Textbooks for Next School Year [Van Scyoc]
- Agreement with Caves & Associates [Orisio]
- Agreement with International Ag Center for Spring FFA Banquet [Dutto]
- AVID Contract CONSENT [Van Scyoc]
- Budget Revisions [Hamilton]
- COS Annual Report to TJUHSD Board
- CSBA Delegate Assembly Candidates Selection-Ballot Vote
- Fresno Pacific Student Teaching Agreement [Orisio]
- IRC Presentation
- Land O Lakes Milk Marketing Agreement [Dutto]
- National FFA Board of Director Officers
- Public Hearing & Adopt Resolution Approving Energy Efficient Lighting Project [Stevens]
- Public Hearing on Proposed LCAP and Budget [Hamilton]
- Resolution in the Matter of the Release of a Temporary Certificated Employee [Orisio]
- Sunshining of Initial Bargaining Proposal from CSEA 2019-2022
- Sunshining of Initial Bargaining Proposal from TJUHSD to CSEA
- TAS Agreement with Kaweah Delta Healthcare District [Torrez]
- TAS Agreement with Tulare Pediatric Group [Torrez]
- TCOE Internship Credential Program Agreement for 2019-2021 [Orisio]
- Update on 4x4 Schedule [Van Scyoc]

- Accidental Damage Protection Program for Class of 2023 [Trimm]
- Clinical Facility Site Agreement with Tulare Family Practice [Torrez]
- Fresno State Student Counseling Agreement [Orisio]
- Growth Positions for 2019-2020 School Year [Orisio] *as needed*
- Membership between Super Co-Op and TJUHSD for 2019-2020 [Hamilton/Stephens]
- Ordering Governing Board Member Elections (Every 2 Years)
- Quarterly Board Policy Revisions [Rodriguez]
- Request to join the Interlocal Purchasing System (TIPS) [Trimm]
- Resolution in Support of Retaining Adult Education K-12 [Torrez]
- Resolutions for Transfers for Accounting Department
- Senior Breakfast Facility Rental Agreements [Hamilton]
- Solution Tree Agreement [Van Scyoc]
- Student Teaching Agreement with CSU Bakersfield [Orisio]
- Subject Matter Verification Agreements
- TAS Agreement with Tulare Family Practice [Torrez]
- TAS Renewal Quote for Aztec Software [Torrez]
- TAS Renewal Quote for Edgenuity, Inc. [Torrez]
- Third Interim Financial Report for 2018-2019 [Hamilton]

Events/Holidays:

- 3/5 – Regular Board Meeting at 7:30 p.m.
- 3/9 – Special Board Mtg – Alt Ed/TAS Board Awards at 6:00 pm
- 3/19 – Regular Board Meeting at 7:30 p.m.
- 3/30 – Special Board Meeting – TU Board Awards at 6:00 pm

- 4/2 – Regular Board Meeting at 7:30 p.m.
- 4/6-4/13 – Spring Break
- 4/16 – Regular Board Meeting at 7:30 p.m.
- 4/27 – Special Board Meeting – MO Board Awards at 6:00 p.m.

Month:▪ **May 2020****Board Items:**

- Analytic Schools Application and License Agreement (Orisio)
- Accelerated Charter High School Growth Positions (Orisio)
- Bid Security Services to District-Award to AAA Inc. (Hamilton)
- Board Calendar Proposal for 2019-20 (Rodriguez)
- Board Member Graduation Assignments (Rodriguez)
- Campus Life Gang Intervention SSIP Contract (Van Scyoc)
- CIF Representatives for 2019-20 (Rodriguez)
- Clinical Facility Site Agreements for the Adult School (Torrez)
- Consortia Report on Governance Compliance (Torrez)
- COS Agreement Dual Enrollment Courses (Aldaco)
- CSU Bakersfield Student Teaching Agreement (Orisio)
- CSU Fresno Student Counseling Agreement (Orisio)
- Dairy Manager Agreement 2019-20 (Hamilton)
- Educational Program for English Learners (Van Scyoc)
- International Agri-Center Agreement for MOHS (Hamilton)
- Proposals for Providing Food and Supplies to District (Hamilton)
- PSAT/NMSQT and PSAT 8/9 Contract (Van Scyoc)
- Quarterly Board Policy Revisions [Rodriguez]
- Read and Write Google Chrome Contract (Van Scyoc)
- Rehabilitation Specialist Case Worker (Orisio)
- Resolutions Interfund Transfers from AP Department (Hamilton)
- Sierra Vista Charter High School Charter Renewal (Domingues)
- School Services of California Fiscal Budget Services (Hamilton)
- School Site Travel Requests (Aldaco)
- Sequoia Adult Education Consortium (Torrez)
- Sports Officiating Services (Hamilton)
- Student Data Sharing Agreement with TCSD (Van Scyoc)
- TCOE Agency Agreement for Janitorial Services (Stevens)
- TDES Rental Agreement for TWHS (Hamilton)
- Tulare HHSA Services for Medi-Cal Agreement (Stevens)
- Tulare Noon Kiwanis Agreement (Hamilton)
- Verissimo Photography Services, Inc. Agreement (Hamilton)

▪ **June 2020**

- ACHS/SVCHS LCAP [Van Scyoc]
- AESOP Agreement with **Frontline** [Orisio]
- Ag Incentive Grant (*Recurring*) [Dutto]
- Agreement for Legal Services with AALRR [Orisio]
- Agreement with Tulare Co Sheriff for SRO ACHS (*Recurring*) [Hamilton]
- Assigned and Unassigned Fund Balances [Hamilton]
- Consortia Report on Governance Compliance Rules/Procedures
- Contract - TCOE for Mental Wellness Services (*exp June 2020*) [Aldaco]
- CTE Grant Application
- District Budget for 2019-2020 [Hamilton]
- Edgenuity(*Recurring*) [Domingues]
- Edmentum PLATO Contract
- Educlimber [Van Scyoc]
- Forecast5 Contract [Hamilton]
- Huddle Tickets, LLC [Hamilton]
- Kagan Contract (ACHS) [Van Scyoc]
- LCAP ESSA Federal Addendum [Van Scyoc]
- MBT Medi-Cal 2019-2020 (*Recurring*) [Aldaco]
- Migrant MOU for Model B [Van Scyoc]
- MOU with Earlimart to offer Evening ESL Class (*Recurring*) [Torrez]
- Nearpod Contract [Orisio]
- Pear Deck Contract [Van Scyoc]
- Proposals Providing **Food & Supplies** to TJUHSD [Stephens/Hamilton]
- Public Hearing for Draft Budget/Adopt Budget [Hamilton]
- Public Hearing for TJUHSD LCAP [Van Scyoc]
- Recovery Resources Agreement ACHS [Van Scyoc]
- Recovery Resources Agreement TJUHSD [Aldaco]
- School Plans for Student Achievement (SPSA) [Aldaco]
- School Services of California Agreement
- Sequoias Adult Education Consortium [Torrez]
- Sinclair Broadcast d/b/a KFRE C 59 [Hamilton]
- Spending Determination for Funds - EPA
- Superintendent's Overnight Travel Request [Rodriguez]

Events/Holidays:

- **5/7 – Regular Board Meeting at 7:30 p.m.**
- **5/21 – Regular Board Meeting at 7:30 p.m.**
- 5/25 – Memorial Day
- 5/27 – Tulare Adult School Graduation at 7:00 p.m.
- 5/28 – Sierra Vista Charter HS Graduation at 6:00 p.m.
- 5/28 – Spring FFA Banquet at International Agri-Center
- 5/29 – Accelerated Charter HS Graduation at 6:00 p.m.

- Tech Agreements -Oak Valley, Sundale & Palo Verde (*exp. June 2020*)
[Van Scyoc]
 - Turnitin Contract **[Van Scyoc]**
 - Zack Green Films – Update Academy Video **[Aldaco]**
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- 6/1 – Tech Prep/Countryside High School Graduation at 7:00 p.m
 - 6/2 – Tulare Union High School Graduation at 8:00 p.m.
 - 6/3 – Last Day of School
 - 6/3 – Mission Oak High School Graduation at 8:00 p.m.
 - 6/4 – Tulare Western High School Graduation at 8:00 p.m.
 - **6/11 - Regular Board Meeting at 7:30 p.m.**
 - **6/25 – Regular Board Meeting at 7:30 p.m.**